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ABSTRACT

This inservice module would benefit all teachers in grades K-12, as well as administrators, paraprofessional support staff, counselors, social workers, and other helping professionals within the school system. It is intended to aid in diminishing sex role sterotyping. The module contains four separate training units, with instructions for running workshop activities. Handouts to be reproduced for participants are included in each unit. Also included is a pre-and post-training opinion survey to evaluate the possible impact of this inservice training on participants. The program is divided into four units: (1) introduction; (2) sex role sterotyping and the world of work; (3) the world of work and vocational education; and (4) what to do. The time required for all four units is seven hours. Each unit gives methods, rationale, objectives, list of materials, and time limit required, as well as instructions for workshop activities, all handouts utilized, and evaluation forms. The module is designed to be used in its entirety. (Author/JLL)

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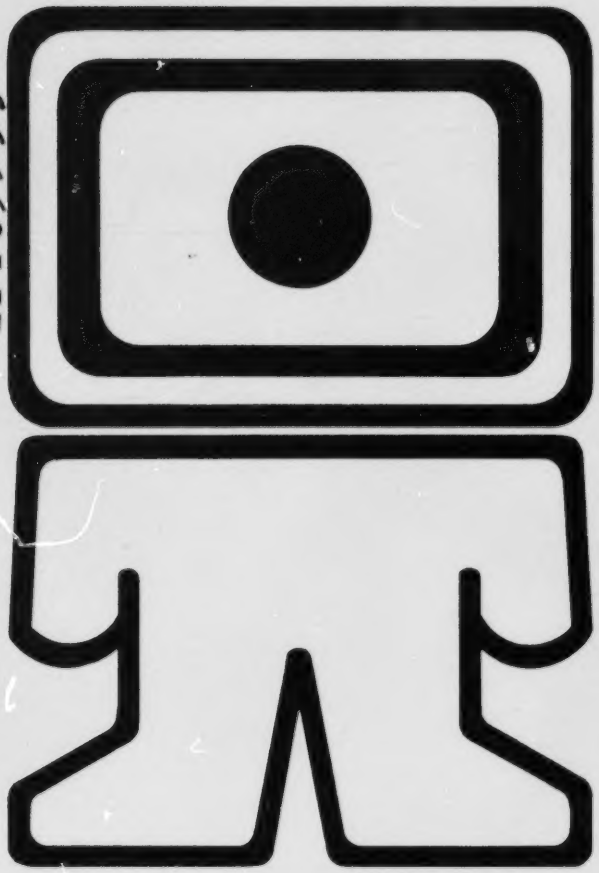

freedom for individual development

A Project Funded by
the U.S. Office of Education,
Women's Educational Equity Act Program

VOCATIONAL EDUCATION

CG013020

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VOCATIONAL EDUCATION

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TABLE OF CONTENTS

Table of Handouts 1

Materials Needed for this Module 2

To the Trainer 3

Some Questions and Answers about this Module 4

Evaluation Tools 5

Introduction 8

Unit 1
Introduction to Inservice Training Module. 10
Workshop Activities
A. Introduction to Program. 10
B. Getting Acquainted Exercise. 12

Unit 2
Sex Stereotyping and the World of Work 14
Workshop Activities
A. Introduction 15
B. Traditionality Exercise. 15
C. Large Group Discussion 17
D. Unit Evaluation. 19

Unit 3
The World of Work and Vocational Education 25
Workshop Activities
A. Status and Participation of Women in the Work Force. 26
B. Is Vocational Education Helping Students to Meet all of Their Future Needs?. 29
C. Unit Evaluation. 35

Transparencies 42

Unit 4
What To Do 56
Workshop Activities
A. Introduction 57
B. Identifying Obstacles. 57
C. Implementing Change. 58
D. Unit Evaluation. 59

Bibliography 71

PHILOSOPHICAL STATEMENT

We believe that every human being regardless of sex has a right to develop individual potential, to achieve self fulfillment and self actualization, and to pursue the fulfillment of his or her own creative, emotional, and intellectual aspirations.

We believe that sex roles are not dictated by or justifiable on the basis of biological differences between females and males. There is sufficient evidence that sex roles are learned and that sex roles are cultural creations. All cultures assign different activities, jobs, characteristics, and attitudes to males and females. However, characteristics regarded as "female" in one culture may be found to be "male" in another. The biological differences which do exist between males and females should not be part of the definitions of femininity and masculinity.

People are bombarded each day in many ways with images of what men and women ought to be. Television, newspapers, advertising, radios, and books create standards of masculinity and femininity. The facts and figures included in these modules show that in reality, few people actually fit these stereotypes, even though these stereotypes are accepted as conscious or unconscious models of appropriate sex role behavior by which we judge ourselves. *We believe that these stereotypes are outdated and dysfunctional. . . they do not reflect the reality of adult living for most people.*

Any discussion of sex roles necessarily includes both the female and the male role. Stereotypes reflect and perpetuate attitudes and practices which polarize women and men, and exaggerate their differences. The result is a denial of opportunity to both sexes. Therefore we are committed to both males and females becoming free of rigid sex role expectations. However, we are primarily committed to promoting the educational equity of girls and women. *We believe* that their aspirations and opportunities have been severely limited. We recognize that many women are satisfied and fulfilled by their roles as spouse, parent, and/or worker. Many individual women feel equal to individual men.

In the larger social context, however, the facts are quite compelling. Women have not attained equality with men even in the most visible spheres such as employment. The earnings gap between male and female workers is <u>increasing</u>, not decreasing. Employment is just <u>one</u> area in which women are discriminated against. All major social institutions work together to define "Women's Place" as secondary to men's. The qualities and tasks associated with being female have less value than those associated with being male.

The importance and value of maintaining a home and raising children to society as a whole has been severely undervalued or completely ignored. The qualities of nurturance and cooperation have been devalued in a time when these qualities are needed for the survival of humankind. The devaluation of women's work in the home follows them into the public sphere where both men and women expect and judge men's work to be better.

We believe that training women and men in less sex stereotyped ways will create more flexible individuals who will respect, value and be capable of fulfilling a variety of adult roles. *We believe* that preparation of both males and females based on the notions of equal participation and responsibility for family life, plus a recognition of the value of nurturance and childcare, will result in more stable families.

Although we believe that most women currently experience minority status in this culture, it is clear that women of color and poor women suffer double and sometimes triple discrimination. It is important to understand the links and similarities of stereotyping and discrimination while also recognizing the diversity of culture and situation. We encourage users of these modules to consider the issues presented in the context of cultural pluralism.

We believe that education is an excellent "target" for implementing social change. Schools play a crucial role in mediating between the adult world on the one hand and school age children on the other. By the time a student graduates from high school she or he has spent 10,000 hours in the classroom. The knowledge and values brought by a child to the school will either be reinforced or discouraged during the process of becoming an educated person. One of the major accepted goals of education is to put all children in complete possession of their abilities and talents, to develop these to their fullest potential, and to instill in them a recognition of the dignity and worth of each individual. The values of individuality and self fulfillment do not imply that there must be an equal number of men and women in each role, but that there should be the widest possible variation in outcome consistent with the range of individual differences among people regardless of sex.

We believe that justice and wisdom require that each of us re-examine our assumptions about the differences between females and males, and become aware of how the socialization process encourages us to form expectations and stereotype individuals on the basis of sex. *We believe* that attitudinal and behavioral changes are necessary. Attitudinal change occurs sequentially, newer and more complex forms of learning are built on previous experiences and information. *We believe* the relationship between attitudinal change and behavioral change is cyclical: altered attitudes influence behaviors and new behaviors influence attitudes.

It is our sincere hope that the Freedom for Individual Development modules will: initiate dialogue; increase participants' knowledge and awareness of the issues; provide a means for developing new skills; and facilitate an understanding of the spirit and intent of state and federal legislation promoting educational equity for girls and women. Most importantly we desire to motivate and unleash the vast potential of educators as change agents.

Freedom for Individual Development Project Staff
August 1977

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TABLE OF HANDOUTS

		Page
1.	Sentence Completion Exercise	20
2.	Discussion Sheet	21
3.	Participant Reaction Sheet	22
4.	20 Facts About Women Workers	36
5.	Wisconsin Vocational Curriculum Enrollments by Sex, Grades 10-12	37
6.	Distribution and Median Income of Women and Men	38
7.	Worksheet for "Distribution and Median Income of Women and Men"	39
8.	Participant Reaction Sheet	40
9.	Issues Which Prevent Change	60
10.	Action Plan Worksheet	62
11.	Resource Ideas for Change	64
12.	Participant Reaction Sheet	69

MATERIALS NEEDED FOR THIS MODULE

The following is a checklist of materials you will need to assemble before this program can begin. This is a complete list of all materials needed for all four units of the module. We have provided this list for your convenience and suggest that you copy the list to use as a "shopper's guide" in preparation for the module.

Easel
Easel Pad
Felt-tip pens
Masking tape
Overhead projector
Set of transparencies
Small work tables

TO THE TRAINER...

RECRUITMENT AND SELECTION OF APPROPRIATE TRAINER

The importance of carefully selecting the appropriate trainer to implement this module cannot be over-stressed. The success or failure of the inservice rests to a large degree upon the commitment and skill of the trainer. The chosen trainer must possess the following qualifications:

1. Group process skills.

2. Comfort with the content of the module and a sound commitment to the elimination of sex role stereotyping.

3. Adequate time for preparation. The trainer must have time to carefully read through the module at least several times before the training to be comfortable with its flow and content.

4. Teaching experience (preferably with adults).

GROUP SIZE

The units are designed for groups of 12-15 participants. Unit 2 and Workshop Activity A of Unit 3 could also be presented to a larger group, but arrangements should be made for breaking the large group into smaller groups for discussions and exercises.

GROUP COMPOSITION

This training is applicable for all teaching staff K-12 and administrators. The training process will be facilitated by a mix of participants with different levels of responsibility in vocational education and different areas of expertise within the school system. It is recommended that the same group of trainees participate in all four units. Unit 2 and Workshop Activity A of Unit 3 can be independently presented to groups of employers from the community.

ROOM AND SEATING ARRANGEMENTS

Discussion and group participation are facilitated when participants are in face-to-face contact. Therefore, one suggestion for physically conducting the training is to have participants seated around a large conference table. In addition, space should be provided for breaking into smaller groups, preferably with one small table for each small group as writing is required. For Unit 3 the room must be able to be darkened.

SOME QUESTIONS AND ANSWERS ABOUT THIS MODULE

What is contained in the module?

This inservice module contains four separate training units, with instructions for running the workshop activities. Handouts to be reproduced for participants are included in each unit. Also included is a pre- and post-training opinion survey to evaluate the possible impact of this inservice training on participants.

What information is covered in the module?

The program is divided into four units:

1. Introduction to the Inservice Module
2. Sex Role Stereotyping and the World of Work
3. The World of Work and Vocational Education
4. What to Do

How long is each unit?

The time needed for each unit varies. Unit 1 is 45 minutes long; Unit 2 is 2 hours; Unit 3 is 2 hours; and Unit 4 takes 2 hours and 15 minutes. The total time for all four units is 7 hours. The units may be presented on three different days. Unit 1 is a short introduction unit and is intended for presentation with Unit 2. However, if any unit is used alone, Unit 1 may precede that unit.

How is each unit organized?

Each unit contains:

1. An overview of the unit including the methods, rationale, objectives, list of materials, and time limit for the unit.
2. Specific instructions for each of the workshop activities.
3. All handouts used in the unit.
4. Evaluations forms for each unit.

Who are the audience for this module?

This inservice would benefit all teachers, grades K-12, as well as administrators, para-professional support staff, counselors, social workers, and other "helping professionals" within the school system.

Should I use all the activities or select a few?

The module has been written as a complete inservice training program with each successive Unit leading into the next. We recommend that the module be used in its entirety.

EVALUATION TOOLS

There are two evaluation instruments included with the materials. Both are intended to be anonymous.

PRE- AND POST-OPINION SURVEY (OPTIONAL)

An Opinion Survey is included on the following pages so that, if desired, school districts may evaluate participants' attitudes prior to the training and following the four units. Directions for computing the scores follow. The pre-survey should be administered to participants before they are scheduled for the sessions to be truly effective.

The following is the procedure for scoring the opinion survey:

Items numbered 2, 3, 6, 10, 12, 16, 17, 19, 21, 23, 24, and 25 are positively stated items reflecting a more non-traditional view of the role of women and men. They should be given the following number of points for each of the five possible choices.

Strongly disagree	Mildly disagree	Equally agree and disagree	Mildly agree	Strongly agree
1 point	2 points	3 points	4 points	5 points

Items numbered 1, 4, 5, 7, 8, 9, 11, 13, 14, 18, 20, 22, and 26 are items which reflect a more traditional view of the role of women and men. They should be given the following number of points for each of the five possible choices.

Strongly disagree	Mildly disagree	Equally agree and disagree	Mildly agree	Strongly agree
5 points	4 points	3 points	2 points	1 point

The highest possible score for this questionnaire is 130. This would indicate a very positive attitude toward more flexible role definitions. The lowest possible score is 26. Scores from 78 to 130 can be considered in the non-traditional direction and from 78 to 26 in the traditional direction.

A code number should be assigned to each participant so that the composite score on the pre-training questionnaire may be compared to the composite score of the post-training questionnaire.

PARTICIPANT REACTION SHEET

Reaction sheets are included in the materials to provide an on-going feedback mechanism for the school district. The reaction sheet is designed to be used following the completion of Units 2, 3 and 4 when these units are presented on different days. If these units are presented on the same day, the reaction sheet should be used at the end of the day's training. Participants are asked to respond to the content, the process, the program as a whole, and to the effectiveness of the trainer.

PRE- AND POST-OPINION SURVEY

Directions: The statements listed below describe attitudes toward the role of women and men in our society. You are asked to react to each statement below by circling the appropriate letter.

A - Strongly Disagree
B - Disagree
C - Equally Agree and Disagree
D - Agree
E - Strongly Agree

Respond to each of the statements quickly and as candidly as possible. Do not leave any blank.

1. Most women who work outside the home do so to supply extras for their families. A B C D E

2. Our culture overly protects girls and women, thereby increasing their dependence. A B C D E

3. It is important for both men and women to develop empathy and nurturance. A B C D E

4. Women tend to respond emotionally, men by thinking. A B C D E

5. Choice of training and education is not as important for a girl as for a boy. A B C D E

6. Young girls should be encouraged to explore their environment as much as young boys. A B C D E

7. Most women tend to lose their femininity when they perform jobs usually executed by men. A B C D E

8. Schools are equally preparing girls and boys to meet their adult needs. A B C D E

9. Teachers working with girls should understand and accept that their academic and vocational plans may be less serious than those of boys. A B C D E

10. Boys and girls should be enrolled equally in elective home economics classes and industrial arts classes. A B C D E

11. A man should never be expected to share household responsibility except in emergency circumstances. A B C D E

12. Most women spend a significant number of years in the paid labor force. A B C D E

13. Most working women are employed only part-time. A B C D E

14. It is reasonable for employers when recruiting from high schools to request applicants of a particular sex. A B C D E

15. More girls should elect math and science courses because of their usefulness in later life. A B C D E

16. Laws which legislate sexual equality in the schools are necessary for change to occur. A B C D E

17. Schools would benefit by hiring more women in non-traditional teaching and administrative positions. A B C D E

18. The data for minority women in the work force compares very closely to the data for white women. A B C D E

19. A wife's opinion should have the same bearing upon important decisions for the family as her husband's. A B C D E

20. Women are less able to handle creative and imaginative tasks, and therefore, are better at detailed and repetitive tasks. A B C D E

21. Women should be advanced according to their skills and abilities, even if it means by-passing a man of lower credentials. A B C D E

22. Most women are found in low skilled jobs with little opportunity for advancement because they are not career oriented. A B C D E

23. There isn't an area of work today in which women couldn't make a major contribution. A B C D E

24. Elementary school textbooks should show women working in a wide variety of jobs in addition to the traditional pictures of the mother in the home. A B C D E

25. It is important for men to develop home management and parenting skills. A B C D E

26. Few women have the strength and ability to compete in the work world of men. A B C D E

Developed by the Wisconsin Feminists Project Fund, Inc.

If we have come to think that the nursery and the kitchen are the natural sphere of women, we have done so exactly as English children come to think that a cage is the natural sphere of a parrot--because they have never seen one anywhere else.

-George Bernard Shaw

INTRODUCTION

One of the most devastating effects of sex role stereotyping is the lack of preparation girls receive for meeting their future economic need. Adults in the vocational education system have the opportunity day after day to help all students, parents and employers eliminate their sex role stereotypes.

This inservice training module is designed to help participants eliminate sex role stereotyping in the schools. It provides three different experiences all of which are essential for behavioral change:

1. A chance to examine societal and personal attitudes about men and women.

2. An opportunity to gain increased knowledge about women's participation in the work force.

3. A process which provides expertise in implementing change strategies.

These experiences and a small group atmosphere can create a supportive environment through which attitudes can be re-evaluated, knowledge can be increased, and action plans for change can be developed.

Unit 1
Introduction to the Inservice Module

SUMMARY

This unit consists of two parts.

The purpose of the first part is to welcome everyone to the training and to clarify its purpose, history, and over-all structure.

Method:

1. Trainer welcomes group.
2. Trainer explains purpose of the module.
3. Trainer explains design of the module.
4. Trainer clarifies her/his role.

The purpose of the second part of the unit is to facilitate group members becoming comfortable with one another and the trainer.

Method:

1. Trainer divides all participants into dyads or triads when necessary.
2. In dyads participants visit with each other and get answers from one another to three specific questions.
3. All dyads take turns introducing each other to whole group.
4. Trainer briefly comments on introductions.

UNIT 1

INTRODUCTION TO INSERVICE TRAINING MODULE

RATIONALE

Because of the controversial nature of the topic it is important that participants understand the purpose of the inservice training and its history. Trainees must also have the opportunity to become acquainted with the trainer and with one another, so that they may feel more relaxed and less defensive.

OBJECTIVES

1. Participants will learn the purpose of the inservice training module.
2. Participants will learn how they came to be included.
3. Participants will become better acquainted with one another.
4. An atmosphere will be established that is open, non-threatening and relaxing.

MATERIALS

Handouts: none

TIME

45 minutes

WORKSHOP ACTIVITIES

A. INTRODUCTION TO PROGRAM (15 minutes)

INSTRUCTIONS

1. *Welcome* the group with something like the following:

"I'd like to start out today by saying something about the purpose of this workshop, the way this inservice has been designed and written, and, something about my role."

2. *Explain why we're here* with something like the following:

"We're here to examine the problems and the effects of sex role stereotyping in vocational education. Sex role stereotyping is the process through which people are judged not as individuals, but rather, as members of a certain sex. This stereotyping attributes certain qualities and characteristics to people which they may in no way possess. Examples

of this would be: assuming Mary, because she is a girl, loves to sew; assuming John, because he is a boy, loves to tinker with machinery. John and Mary as individuals may differ greatly from the sex role stereotypes our society holds about girls and boys. This ascription of traits based only on gender affects the choices students make and the establishment of policies and procedures. One of the most devastating effects of sex role stereotyping is the lack of preparation girls receive in our society and in our school systems for meeting their future economic needs. This derives from the assumption that women do not *need* to work.

This workshop was prepared with funds from the Women's Educational Equity Act. The Women's Educational Equity Act is federal legislation which was enacted to hopefully help eliminate the negative effects of sex discrimination on both girls and boys. Through this legislation the Wisconsin Department of Public Instruction was awarded a special grant to develop inservice training modules about this issue. The inservice we're going through together is one of the four which DPI developed."

3. *Explain the design of the inservice* with something like the following:

"This inservice is designed to provide three different experiences all of which can hopefully create change and help eliminate sex role stereotyping in our schools. Through this module we will have a chance to examine attitudes which exist in our society about women and men. We will also discuss the messages society gives women and men about how they are expected or not expected to act. We will have an opportunity to gain increased knowledge about women's participation in the workforce and become acquainted with why people are so concerned with vocational education's impact on girls and women. This inservice is based on the belief that the purpose of training is not just to sensitize individuals to an issue. Therefore, this training will present us with a framework for improving the situation for girls and boys right where we can have the most impact, within our own school systems."

4. *Explain your role* with something like

the following:

"I am here to facilitate participation and lead the discussion. It is hoped that in a small group, rather than a large lecture, everyone can have input and we can share our knowledge. The program consists of a variety of exercises and experiences. However, we will allow enough time for discussion and a true sharing of ideas. To ease scheduling difficulties, this inservice will be conducted through three segments of approximately two hours length each. Our group composition will remain the same through the three different segments."

B. GETTING ACQUAINTED EXERCISE (30 minutes)

The following exercise is suggested for breaking the ice and getting the group started. Another exercise or experience with which the trainer feels more comfortable may be substituted.

INSTRUCTIONS

1. *Open the excercise* with something like the following:

"To help everyone feel more comfortable, let's spend several minutes talking to one another and sharing our expectations."

2. Divide the group into pairs. *Trainer should include self in one of the pairs or become part of threesome.*

3. Instruct each participant to elicit the following from their partner:

   a. His/her position and main job responsibilities;

   b. What s/he likes to do when not working;

   c. What s/he hopes to get out of this training about eliminating sex role stereotyping in vocational education.

4. Reconvene group and instruct participants to introduce their partners to the whole group, sharing what they have learned. *Trainer may go first to set an example.*

5. Comment briefly on the introductions.

Unit 2
Sex Role Stereotyping and the World of Work

SUMMARY

This unit consists of two parts.

The purpose of the first part, a sentence completion exercise, is to focus attention on attitudes about men's work and women's work as well as societal definitions of masculinity and femininity.

Method:

1. All participants individually list words and short phrases which come to mind when thinking of non-traditional work for women.
2. In small groups participants pool their endings to form more comprehensive lists.
3. Trainer elicits endings from small groups and writes on easel.
4. Participants determine which endings reflect societal views of masculinity.
5. Participants determine which traits reflect societal views of femininity.

The purpose of the second part of the unit is to have an open discussion of the limitations of socializing boys and girls according to traditional sex role models.

Method:

1. Trainer leads discussion about sex roles and the world of work using a discussion sheet.
2. Trainer summarizes the discussion noting the limitations of traditional sex role socialization.

UNIT 2

SEX STEREOTYPING AND THE WORLD OF WORK

RATIONALE

It is important to provide participants with an opportunity to explore societal and personal attitudes about men and women. Many attitudes which perpetuate sex role stereotyping have been passed down through the years and no longer make sense in today's world. A group experience which deals with the examination of attitudes is an essential element of the change process. This unit also demonstrates how attitudes strongly influence the position of women in the work force.

OBJECTIVES

1. To provide a group experience through which societal and personal attitudes about men and women can be explored.

2. To focus attention on attitudes about men's work and women's work.

3. To allow participants to conceptualize their images of "non-traditional" work for women and men.

4. To develop awareness of personality characteristics associated with traditional work for women and men.

5. To develop awareness of the personality characteristics associated with traditional concepts of masculinity and femininity.

6. To demonstrate that with only the traditional socialization, boys and girls are not prepared for full participation in society.

MATERIALS

Easel
Easel Pad
Felt-tip pens
Handouts:
- #1 Sentence Completion Exercise
- #2 Discussion Sheet
- #3 Participant Reaction Sheet

TIME

2 hours

WORKSHOP ACTIVITIES

A. INTRODUCTION (5 minutes)

INSTRUCTIONS

1. *Introduce* with something like the following:

"It is important that in this training an opportunity is provided to explore societal and personal attitudes about women and men. In this society we all grow up learning the behaviors and attitudes associated with fulfilling the responsibilities of being adult men and women. Each of us has internalized our 'lesson' to different degrees and we share many common definitions of appropriate sex role behavior. In recent years more and more people have begun to question the rigidity of sex role expectations. Sex role stereotypes are often dysfunctional as they inhibit the self-actualizing potential of all women and men.

Since employment is one way people act out their sex role identification in our society, our initial focus will be on jobs. In this session we will use our thoughts about specific characteristics associated with jobs to examine and evaluate the *usefulness of* relying on only traditional socialization of boys and girls for our changing world of work."

B. TRADITIONALITY EXERCISE (45 minutes)

INSTRUCTIONS

1. *Explain exercise:*

"This is a sentence completion exercise in which you are asked to complete the sentence 'For a woman, a non-traditional job skill is...'"

2. *Distribute Handout #1:* Sentence Completion Exercise.

3. *Explain directions:*

"Complete the sentence with as many descriptive words or short phrases as you can think of, using the personality characteristics, skills and abilities associated with the variety of jobs which are non-traditional for women. *Do Not List Specific Job Titles.*"

Important: To insure that participants understand

the exercise *before* they fill out handout, first elicit two examples from group, such as 'physical strength' or 'aggressiveness', and write on easel pad. If necessary *steer participants away from characteristics associated nowadays with being the first woman in a non-traditional job.* If participants have difficulty suggest the following procedure:

a. Think of a job which is unusual for a woman to hold.
b. What personal attributes, abstract qualities or skills would a man need to do that job?
c. List these personal attributes.
d. Think of other non-traditional jobs for women and repeat the procedure.
e. Do not list job titles.

The participants should come up with responses such as those in the following list of personality characteristics: aggressive; objective; dominant; direct; independent; active; competitive; blunt; non-emotional; ambitious; self-confident; rough; logical; analytical; adventurous; and strong. Participants also should come up with responses from the following list of job skills and characteristics: outdoor work; exposure to danger and hazardous conditions; supervising men; higher pay; technical skill; policy making; mechanical ability; political decisions; physical strength; scientific ability; high pressure; lengthy education; and getting dirty.

4. *Divide participants into groups of three.* Divide group in such a way that persons who do not know each other, or do not work closely together, are in a group together.

5. *Instruct the small groups to choose the eight endings among their individual lists which best describe non-traditional job requirements.* Allow 5-10 minutes for this step of Workshop Activity.

6. *Reconvene to larger group.* Elicit one ending from each of the small groups until all endings are exhausted. List each of the endings in a single column on the left side of the easel pad. *Do not evaluate the accuracy, truth or falsity of the endings.*

7. *Elicit from the participants the following:*

"In our society we are exposed to stereotyped ideas about what constitutes masculinity and femininity. Which of these characteristics does society typically associate with masculinity?"

Underline the characteristics that group members feel are associated with masculinity.

8. *Ask the group:*

"Which of these characteristics does society typically associate with femininity?"

Place an asterik by any traits group members feel are associated with femininity.

9. *Elicit characteristics associated with femininity* with the following:

"Since few (or none) of the characteristics we have listed here seem to apply, what are the characteristics society traditionally associates with femininity?"

List these in a single column on the right side of the easel alongside the non-traditional job endings.

10. *Summarize this Workshop Activity and lead into the next* with the following:

"We have identified some of the characteristics traditionally associated both with masculinity and femininity. Let's now spend some time discussing the relevancy of these traditional conceptions to real people and the current world of work."

C. LARGE GROUP DISCUSSION (1 hour)

INSTRUCTIONS

1. *Distribute Handout #2:* "Sex Stereotyping and the World of Work" Discussion Sheet.

2. *Explain* that the questions on the discussion sheet deal with general issues to guide thinking and talking about the exercise the group has just completed. *Suggest that the group read the questions and pick one to start the discussion.*

3. The trainer then leads a discussion about sex roles and the world of work.

Move on to a new question when necessary. It is not necessary to adhere to all the questions on the sheet; rather they are intended to provide a framework within which the discussion can occur.

The following is the list of discussion questions which appear on the handout.

1. Are traditional notions of masculinity and femininity appropriate for today?

2. Does the traditional sex role socialization of girls and women prepare them for the world of work?

3. Are similar behaviors viewed differently when exhibited by a man or a woman? (For example: aggressiveness, emotional sensitivity)

4. Would equal employment opportunity change male/female relationships and/or marriages as we now know them?

5. Does a woman lose femininity in a non-traditional job?

6. Does traditional women's work emasculate men?

4. Trainer may either summarize the points made in the discussion or may ask participants what they learned or can conclude from the exercises and discussion. *The following points should be made:*

a. *Few people fit stereotyped notions of masculinity and femininity.*

b. *Traditional notions of femininity inadequately prepare women for the world of work.*

c. *Traditional notions of masculinity inadequately prepare men for fathering and caring for themselves.*

d. *Our stereotyped ideas about jobs perpetuate the division between men's jobs and women's jobs.*

D. UNIT EVALUATION (5 minutes)

INSTRUCTIONS

1. *Distribute Handout #3:* Participant Reaction Sheet.

2. *Ask participants to complete the handout and leave in the middle of table.*

Handout #1
Unit 2
Workshop Activity B

SENTENCE COMPLETION EXERCISE

Please complete the following sentence using as many endings as you can think of:

"FOR A WOMAN, A NON-TRADITIONAL JOB SKILL IS . . ."

To describe the variety of jobs which are typically held by men complete the sentence with descriptive words or phrases. Use criteria such as work environment, co-workers, wages and hours, level of responsibility, opportunity for skill development, and opportunity for advancement. *Do NOT use actual job titles or occupations.* List your endings below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Developed by the Wisconsin Feminists Project Fund, Inc.

Handout #2
Unit 2
Workshop Activity C

SEX STEREOTYPING AND THE WORLD OF WORK
DISCUSSION SHEET

1. Are traditional notions of masculinity and femininity appropriate today?

2. Does the traditional sex role socialization of girls and women prepare them for the world of work?

3. Are similar behaviors viewed differently when exhibited by a man or a woman? (For example: aggressiveness, emotional sensitivity.)

4. Would equal employment opportunity change male/female relationships and/or marriages as we now know them?

5. Does a woman lose femininity in a non-traditional job?

6. Does traditional women's work emasculate men?

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PARTICIPANT REACTION SHEET

Please fill out the following questions by giving your frank opinions and reactions to this program. Do not sign your name.

1. Female_____ Male_____

2. Job Title:_____

3. Program conducted at:_____ Dates:_____

4. Have you attended a program similar to this? Yes_____ No_____

CONTENT

Please circle the number which best reflects your response.

5. How relevant or useful was the unit to your work--did it meet your needs? 1 2 3 4 5 6 7
very limited ... of high value

6. In what ways do you feel the content can be immediately applied to your work?

_____

_____

_____

7. What was the most helpful experience of this unit for you?

_____

_____

_____

8. What was the least helpful experience?

_____

_____

_____

9. How new were the topics or materials to you? 1 2 3 4 5 6 7
not new ... very new

10. How effective was the presentation in getting ideas across to you?
1 2 3 4 5 6 7
limited highly effective

11. How much opportunity did you have to participate and get involved in the unit?
1 2 3 4 5 6 7
very little great deal

12. How pleased were you with the amount of group participation called for in the unit?
1 2 3 4 5 6 7
not at all very much

13. Was there enough opportunity for questions and discussion?

Too Much_____ All That Was Needed_____ Should Have Been More_____

Comments:_____

_____

_____

14. How would you rate the overall unit?
1 2 3 4 5 6 7
Poor Excellent

15. If you had planned the program, how would you have changed it?

_____

_____

_____

16. How would you rate the trainer(s)?
1 2 3 4 5 6 7
Poor Excellent

Comments:_____

_____

_____

Unit 3
The World of Work and Vocational Education

SUMMARY

This unit consists of two parts.

The purpose of the first part is to highlight the increasing necessity of women to earn an adequate income and be able to choose among the whole range of occupations.

Method:

1. Elicit participants' perceptions of the current data about working women.
2. Show 12 transparencies which illustrate the pertinent data about women's role in the workforce.

The purpose of the second part of the unit is to examine how vocational education, through career exploration in grades 7-9 and through the high school curriculum, prepares boys and girls to meet their adult responsibilities both in the world of work and in the home and family.

Method:

1. Large group analysis and discussion of skills and career alternatives presented to boys and girls in grades 7-9.
2. Large group analysis and discussion of the enrollment in vocational education courses in grades 10-12 using a handout.
3. Small group exercise consisting of an analysis of the distribution of men and women by occupational group and median income using guided questions and a handout.
4. Small groups report their findings after studying the data.
5. Large group discussion of the benefits and deficits of the current enrollment patterns for preparing students for the world of work.

UNIT 3

THE WORLD OF WORK AND VOCATIONAL EDUCATION

RATIONALE

This unit provides an essential element of the change process--increased knowledge. It is important to understand the current status and participation of women in the work force as this understanding provides a rationale for examining and re-evaluating vocational education priorities and procedures.

OBJECTIVES

1. To increase participants' awareness of the changing role of women in the work force. Specifically participants will see the following:

   --There has been a marked increase in the participation of women in the labor force.

   --Most women work full-time.

   --The work-life expectancy of women is increasing.

   --Most women work either because their wages are necessary to support themselves or their families or because the income from their spouses alone could not completely support their families.

   --Men earn substantially more than women and the discrepancy between the wages of women and men is increasing.

   --The status and earning power of women in the work force is limited by their concentration into lower-paying jobs and lower-status jobs within the higher paying occupations.

2. To increase participants' awareness of the distribution of students by sex in vocational education.

3. To allow participants to analyze the earnings of various occupations.

4. To allow participants to analyze the degree to which vocational education prepares all students to meet their future economic needs.

5. To allow participants to analyze the degree to which vocational education prepares all students to fulfill future home and family related responsibilities.

MATERIALS

Easel
Felt-tip pens
Overhead projector
Set of Transparancies

MATERIALS (Continued)

Handouts

#4 20 Facts About Women Workers
#5 Wisconsin Vocational Curriculum Enrollments by Sex, Grades 10-12
#6 Distribution and Median Income of Women and Men . . .
#7 Worksheet for "Distribution and Median Income of Women and Men . . ."
#8 Participant Reaction Sheet

TIME

2 Hours

WORKSHOP ACTIVITIES

A. STATUS AND PARTICIPATION OF WOMEN IN THE WORKFORCE (1 hour)

INSTRUCTIONS

1. *Introduce* this activity with:

"The purpose of this unit is to examine the changing role of women in our workforce so that later you may assess how vocational education can be increasingly more effective in meeting the needs of girls and boys as future workers and as full members of society. It is not the purpose of this section to suggest that more women should work outside the home. Rather, the purpose of this unit is to describe the situation for women who are currently in the labor force, either by choice or because of economic necessity, and to suggest, the need for improving their situation."

2. *List the following six questions on the easel:*

Item	Guesses
1. Percentage of women who are paid workers?	
2. Percentage of the labor force that is female?	
3. Work-life expectancy of women?	
4. Percentage of working women who are household heads?	
5. Median year-round full-time earnings of women?	
6. Median year-round full-time earnings of men?	

3. *Guesstimate.* Elicit the participants' perceptions of facts concerning women workers, until responses are exhausted. Encourage group to make as many guesses as they wish.

Record each response next to the question. Do not comment on the accuracy of the estimates.

Throughout the transparency presentation, the trainer may refer back to the guesses, eliciting comments as to why the perceptions were higher/lower.

The Transparencies

The trainer may lead the group through the presentation by reading the lead sentence(s) of each transparency. While it is best not to read the whole transparency aloud, the trainer may want to stress important aspects of various ones. Provide adequate time for participants to read each transparency.

4. *Introduce the transparency presentation* with:

"I am now going to present current data on the status and participation of women and men in the labor force, to enable you to (1) check out your perceptions and (2) become acquainted with the current information."

5. *Show the transparencies,* using an overhead projector. The slides are numbered in order for your convenience.

6. *Optional Questions and Comments to accompany transparency presentation.*

The following is a list of comments and questions to further involve participants in the process of becoming aware of the facts.

<u>Slides 2 and 3</u>

--"Women have been moving into the labor force at an increasingly rapid rate. In fact, only three years ago, in 1974, the Labor Department projected that the figures we now see would not be reached until 1985!"

--"By 1990, half of all women 16-64 will be in the labor force."

Slides 4 and 5

--These two charts deal with the myth that women are not attached to the labor force.

Prior to Slide 6

--*Elicit from group:* "Why do women work?" *Summarize responses and show transparency 6.*

Slide 7

--*Define 'families headed by women':* The U.S. Department of the Census defines a family headed by a woman if only the woman is present. If her husband is in the home he is defined as head of that household even if he is not a wage earner, earns less than his wife or is unemployed.

Slide 8

--*Elicit from group:* "What do you notice about the gap between the earnings of men and women?"

--*Answer: It is getting wider.*

--*Elicit from group:* "Why do you think it's getting wider?"

--*Answers:*

1. *The rise of large corporations and big business has led to the growth of clerical and service jobs which are traditionally women's jobs. As large numbers of women enter the labor force they have taken these jobs lowering the median income of all women.*
2. *The same growth in corporations has led to the growth of middle-management positions which men have filled, raising the median income for men.*
3. *The growth of jobs covered by collective bargaining agreements has raised the pay level of men's jobs--as more men's jobs are unionized.*
4. *Standard of living and merit increases based on a percentage further emphasize the discrepancy in wages.*
5. *Even when job tenure, education, skill level, etc. are held constant, differences in pay exist. One-third of all earning differentials cannot be explained by any other variable than sex discrimination.*

Slide 10

--"This slide illustrates the importance of vocational education. Both women and men have on the average 12.5 years of school. Differentials in earnings exist not because of the amount of education but the kind of education and what that education can buy in the way of jobs. At present a woman with one to three years of college earns less than a man with eight years of education."

Slide 11

--*Elicit from group:* "What jobs come to mind when we think of women's jobs?"

Answers: nurse, secretary, typist, elementary teacher, waitress, maid, social worker.

7. *Summarize* the transparency presentation, with:

"As we have seen there has been a significant increase in the participation of women in the workforce largely because of the increased participation of married women and mothers. Most women will spend the bulk of their adult lives in the paid workforce because more women share with men either the need to support themselves and their families or to supplement their spouses' income. However, while working outside the home is a necessity for more and more women they still have a more limited opportunity to earn enough to meet their economic need. Most women are concentrated in jobs which are low-paying and have little opportunity for advancement."

8. *Distribute Handout #4:* Twenty Facts to Remember About Working Women.

B. IS VOCATIONAL EDUCATION HELPING STUDENTS TO MEET ALL OF THEIR FUTURE NEEDS? (1 hour)

INSTRUCTIONS

1. *Discuss the purpose of vocational education, making the following three points:*

"Now that we've looked at the status and participation of women in the workforce, let's now turn to vocational education and what the purpose of vocational education has been and what is it now."

--"Historically vocational education prepared students for the jobs which actually existed for them in the workforce. For boys this included a broad range of entry level jobs and apprenticeships in a variety of different fields. For girls, however, this included a smaller range of jobs in mostly low-paying clerical and service fields."

--"Given the realistic future needs of today's boys and girls, vocational education must now prepare all students for all of their future roles and provide them all with a wide range of opportunities from which to choose."

--"Vocational education must now prepare all students to adequately meet their future economic need as well as manage their own households."

2. *Discuss the exploratory experiences home economics and industrial arts courses in grades 7-9 that students have to prepare them for adult responsibilities:*

"In career curriculum courses for grades 7-9 students are exposed to a variety of skills and exploratory experiences which prepare them for adult life, but are less job-related than in high school. Since most schools at this level have courses in industrial education and home economics, let's concentrate on these two programs. Based on your knowledge of the content in these curriculums, let's develop a list of the experiences and skills students develop in these courses which might help them meet the responsibilities of their adult lives."

3. *Write Home Economics and Industrial Education on easel.* Elicit skills and knowledge areas for each curriculum. *List at least ten items under each heading on the easel.*

4. *Give the following facts:*

"According to curriculum enrollment statistics for the 1975-76 school year collected by the Department of Public Instruction, grades 7-9, girls made up 82% of the home economics enrollments and boys made up 86% of the industrial education enrollments."

5. *Ask the group the following questions:*

1. "What patterns exist?"
2. "Who loses out in terms of developing knowledge, skills and attitudes necessary for adult living?"
3. "What career options are presented to boys, to girls?"

The trainer should elicit the following answers to these three questions:

1. *Girls lack exposure to mechanical skills, comfort in handling tools, career information and how industry works.*
2. *Boys lack exposure to family and home related skills such as consumer education, child development, food preparation and nutrition, career information about jobs in the food industry, etc.*
3. *Both boys and girls lose out because their freedom to choose among a variety of options is severely limited.*

6. *Summarize* discussion with:

"In summary, the primary difficulty with sex-divided curriculum for boys and girls in grades 7-9 is that it restricts free choice within the range of career opportunities and may subsequently limit the courses students choose in high school. In addition, it limits the formation and development of rudimentary skills and familiarity with tools and concepts which all individuals need to function as self-sufficient adults."

7. *Introduce the analysis of statewide enrollment in vocational education by sex, grades 10-12, with the following:*

"We have discussed what happens to boys and girls in career exploration curriculum in grades 7-9, let's now look at the distribution of girls and boys in high school vocational curriculum. While these courses are ostensibly open to both sexes, certain patterns still do emerge."

8. *Distribute Handout #5:* Wisconsin Vocational Curriculum Enrollments by Sex, Grades 10-12.

9. *Elicit answers to the following:*

--"What patterns do you see in this chart?"

--"Where are boys concentrated?"

--"Where are girls concentrated?"

--"Where is there a neutral distribution of the sexes?"

10. *Discuss how vocational education helps students meet their future wage earning needs, with the following:*

"During high school vocational education students prepare for future employment. Let's now consider how well vocational education helps all students to meet their future economic need. To do this I am going to distribute the following data." *Hold up Handout #6, Distribution and Median Income of Women and Men in Selected Occupational Groups and explain:* "This is an analysis of the distribution of women and men in occupations which have entry level jobs which do not necessarily require post-high school education. In addition to the percentage of women and men in each occupation the third column gives the median income of men and women currently working full-time, year-round in those occupations."

11. *Distribute Handouts #6 and #7:* Distribution and Median Income of Women and Men in Selected Occupational Groups, and the accompanying Worksheet.

12. *Divide participants into small groups of three to four each, with the following instructions:*

"I am now going to divide you into small groups so that you may analyze the data. In addition to the chart each of you will have a worksheet which has six questions. Take fifteen minutes to answer the questions as a group. When you are done come back to the table and we will discuss all the questions. Pick a recorder to keep track of your answers and report back to the whole group."

13. Allow 15 minutes, and bring small groups back to large table.

14. *Go through answers to the worksheet, having each small group answer at least one of the questions.*

The following are Trainer Notes to Worksheet for Handout #6: "Distribution and Median Income of Women and Men in Selected Occupational Groups".

1. In which occupational groups do men seem to predominate?

ANSWER: Farmers and farm managers; managers excluding farm; sales workers total; other sales; all craft and kindred; operatives except non-durable goods; farm laborers and farm supervisors; and laborers excluding farm.

2. In which occupational groups do women seem to predominate?

ANSWER: All clerical; private household workers.

3. In which occupational groups are women represented more or less as they are found in the work force as a whole? (Women comprise 40.3% of the national work force.)

ANSWER: Retail sales; manufacturing of non-durable goods; and, service workers except private household.

4. What patterns exist when comparing the median income of women and men?

ANSWER: Women's earnings are always lower than men's earnings. Women's earnings are lower even in those occupational groups in which they predominate.

5. What are four ways to account for the discrepancy between the median income of men and women even when men and women are working within the same occupational groups?

ANSWER:

a. Women are being paid less than men for doing the same job.
b. There are lower status, lower skilled and lower paid jobs within the occupational groups and these are usually filled by women.
c. Women working on full-time schedules tend to work less overtime than men because of the number who have the double job of working within the home as well as working outside the home for pay.
d. The undervaluation in our society of skills traditionally performed by women. Thus, many unskilled laboring jobs are paid more than skilled clerical jobs.
e. Women may have shorter tenure on jobs than men.
f. Sex discrimination.
g. Attitudes which perpetuate myths about women workers and restrict their opportunity such as: women are not career oriented; women do not seek responsibility; women cannot handle responsibility; workers don't like to work with female supervisors; etc.

6. Which occupational groups do you think offer most opportunities for advancement, those in which women predominate or those in which men predominate? Give three examples.

ANSWER: The occupational groups in which men predominate offer more opportunities for advancement:

a. farmers and farm managers
b. all craft and kindred
c. operatives
d. farm supervisors
e. other sales

15. *Ask the participants the following three questions,* to analyze the implications of sex-segregated curriculum on students' preparation for the job market:

"Given your analysis of the workforce and your analysis of the distribution of boys and girls in vocational education curriculum,

1. What opportunities are more available for girls, what opportunities are more available for boys?

2. What are the differences in career preparation each receive?

3. Who loses out in terms of adequately being able to meet their economic need?

ANSWERS: The following points should either be elicited or made by trainer in response to preceding questions.

1. *"Both are prepared for entry level jobs."*

2. *"Among the entry-level jobs, girls are most often prepared for jobs where there is already a preponderance of women. Because these jobs are undervalued in our society and because of the large labor pool the salaries are lower and the status is lower."*

3. *"One problem with the concentration of girls in clerical and service jobs is that these offer more limited potential for career advancement. In many entry level, blue collar jobs, by contrast, men (who predominate) can, because of skills learned on the job, move up a career ladder to higher level jobs."*

4. *"Men, because of skills and experience gained in high school, can apply for apprenticeships in the skilled trades which provide training and an adequate salary at the same time. The only apprentice-*

ship occupation currently chosen in any number by women is cosmetology."

5. *"Men who are attracted to white collar work lose out because they are discouraged from taking clerical courses. These courses are associated with being 'women's work', i.e., unmasculine, and they lead to jobs where the pay is lower and the opportunity for advancement is more limited.*

6. *"Many vocational-technical courses available on the post-high school level require high school courses and experience. Lack of basic familiarity with tools and concepts is a serious handicap which makes success in these courses even more difficult."*

16. *Summarize* Workshop Activity B with:

"We've taken a look at how vocational education is meeting the needs of its students. We've seen that boys and girls are not equitably distributed throughout vocational education classes. This does not encourage students to develop all the home and family related skills they will need in order to function in today's rapidly changing society. It also does not guarantee that girls are developing the same options as boys in terms of being able to meet their future economic need. It is important that all students be able to choose what best meets their interests and skills and provides sufficient income to support them and their families.

For these problems to be solved vocational education must strive to eliminate the distinctions between girls' courses and boys' courses as well as between men's jobs and women's jobs. In our next session we will examine further why and how this must be done.

C. UNIT EVALUATION (5 minutes)

INSTRUCTIONS

1. *Distribute Handout #8:* Participant Reaction Sheet.

2. *Ask participants to complete and leave in middle of table.*

Handout #4
Unit 3
Workshop Activity A

TWENTY FACTS TO REMEMBER ABOUT WORKING WOMEN*
1976

Many women work outside the home.

1. In 1976 women are 53% of the U.S. population 16 years of age and over.
2. Women are 40% of the paid labor force. In Wisconsin as of 1970 they were 37% of the labor force.
3. The average woman worker is 35 years of age and married.
4. 45% of married women work.
5. 58% of working women are married.
6. 46% of mothers work.

Women work a significant proportion of their lives.

7. As of 1970 an 18 year old woman is likely to work 33.9 years as well as marry and have 2 children.
8. 7 out of 10 women work full-time.

Women work out of economic need.

9. 42% of working women must support themselves or a family.
10. 15% of working women have husbands who earn less than $7,000 a year. An additional 12% of working women have husbands who earn between $7,000 and $10,000.
11. 54% of minority working women must support themselves or a family.
12. 21% of minority working women are married to husbands who earn less than $7,000 a year.
13. 13% of all families are headed by women, an increase of 100% since 1940.
14. 32% of families headed by women fall below the low income status.**
15. 53% of minority families headed by woman fall below the low income status.**

For most women, working does not meet their economic need.

16. Women are clustered in the lower paying occupations--71% of all women are in clerical, service and retail sales jobs.
17. Women's median income for full-time year-round work is 57% of men's income--$6,957 as compared to $12,152.
18. Minority women earn 88% of wages of white female workers, 69% of minority male workers, and 50% of white male workers.
19. Women's median income is between 53-63% of men's at each educational level.
20. Female family heads have a median income of 47% of the median income of male family heads.

* Working is defined here as being in the paid labor force.

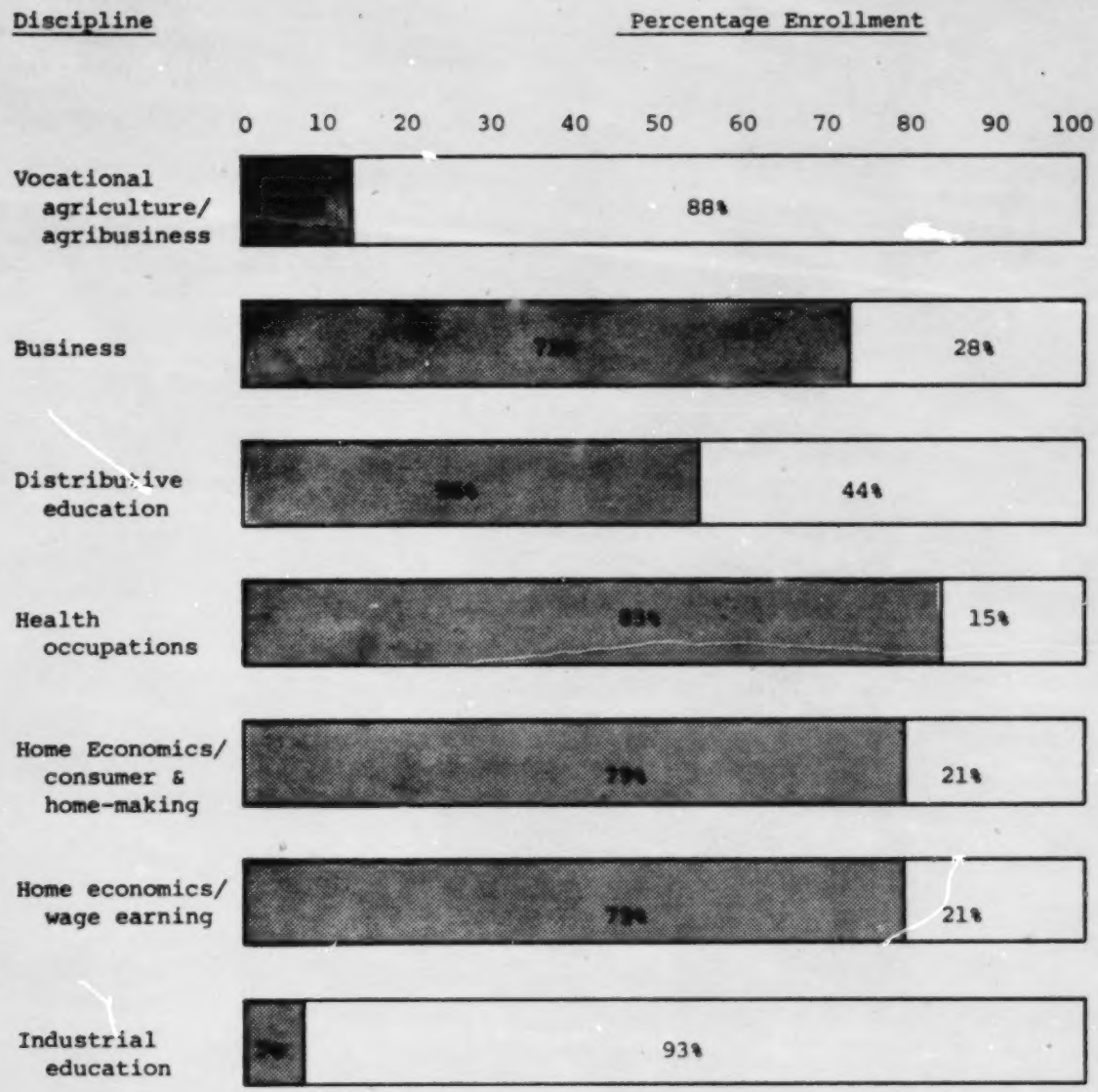
** Defined by the U.S. Department of Commerce in 1975 as $5,500 for a non-farm family of four.

Sources: U.S. Department of Labor, Bureau of Labor Statistics and U.S. Department of Commerce, Bureau of Census.

Developed by the Wisconsin Feminists Project Fund, Inc.

WISCONSIN VOCATIONAL CURRICULUM ENROLLMENTS* BY SEX

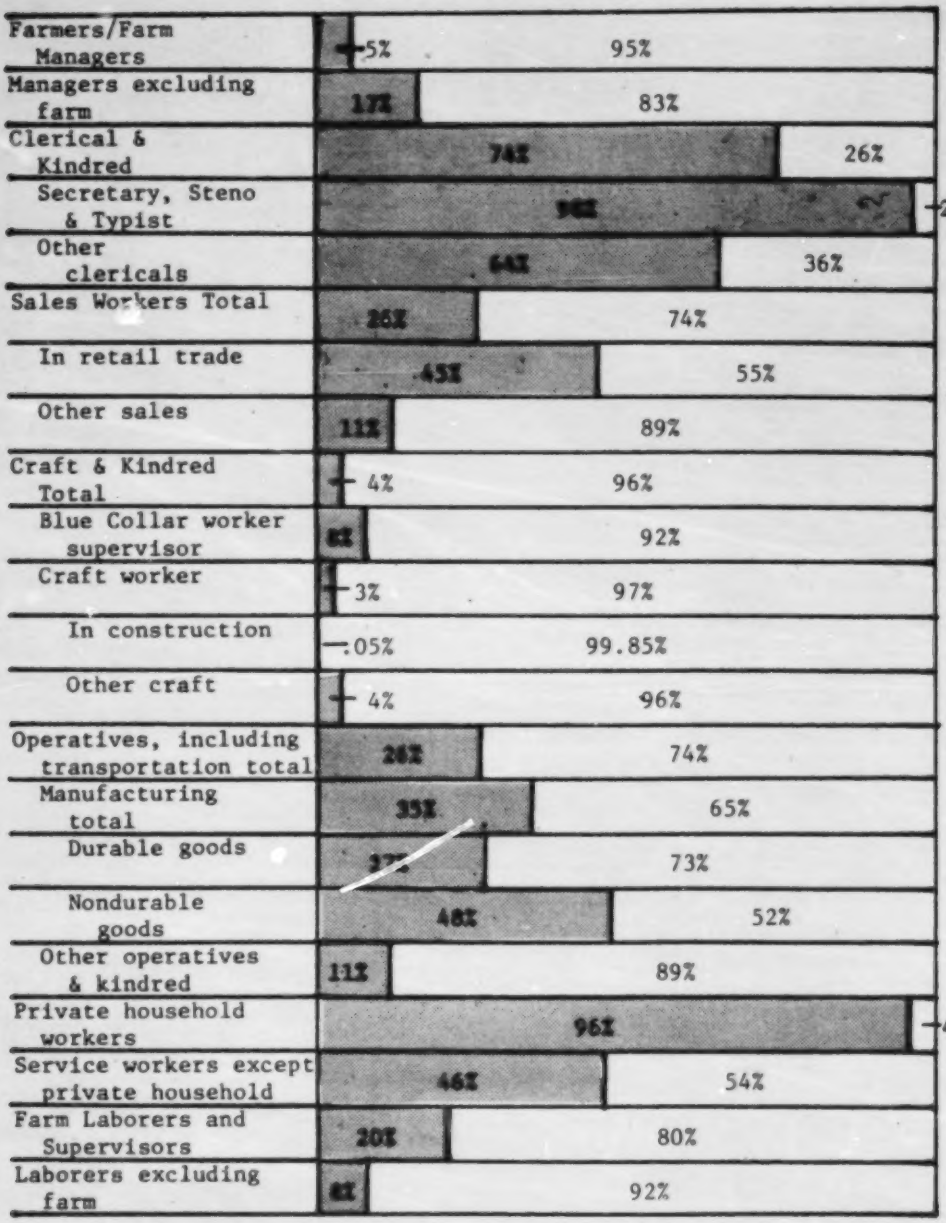
GRADES 10-12 (1975-76 SCHOOL YEAR)



*These enrollment percentages represent students in courses or units within the discipline. The same students may be counted in more than one discipline.

Source: Bureau for Career and Manpower Development, Wisconsin Department of Public Instruction.

DISTRIBUTION AND MEDIAN INCOME* OF WOMEN AND MEN IN SELECTED OCCUPATIONAL GROUPS (U.S.) NOT REQUIRING A COLLEGE EDUCATION



Occupational Group	Median Income: Women	Median Income: Men
Farmers/Farm Managers	**	$ 5,459
Managers excluding farm	$ 8,603	15,425
Clerical & Kindred	6,827	11,514
Secretary, Steno & Typist	6,955	**
Other clericals	6,736	11,539
Sales Workers Total	5,168	12,523
In retail trade	4,734	9,125
Other sales	8,452	13,983
Craft & Kindred Total	6,492	12,028
Blue Collar worker supervisor	6,823	13,452
Craft worker	6,290	11,772
In construction	**	12,142
Other craft	6,260	11,686
Operatives, including transportation total	5,766	10,176
Manufacturing total	5,893	10,318
Durable goods	6,471	10,499
Nondurable goods	5,427	9,916
Other operatives & kindred	4,996	9,973
Private household workers	2,676	**
Service workers except private household	5,046	8,638
Farm Laborers and Supervisors	**	5,097
Laborers excluding farm	5,891	8,145

*This data refers only to year-round full-time workers.

**Base less than 75,000 individuals and not calculated.

Women Men

Source: U.S. Bureau of the Census, Current Population Reports, Series P-60, No. 101, "Money Income in 1974 of Families and Persons in the United States," U.S. Government Printing Office, Washington, D.C., 1976.

Developed by the Wisconsin Feminists Project Fund, Inc.

WORKSHEET
for
"Distribution and Median Income of Women and Men In Selected Occupational Groups"

1. In which occupational groups do men seem to predominate?

2. In which occupational groups do women seem to predominate?

3. In which occupational groups are women represented more or less as they are found in the work force as a whole? (Women comprise 40.3% of the national work force.)

4. What patterns exist when comparing the median income of women and men?

5. What are four ways to account for the discrepancy between the median income of men and women even when men and women are working within the same occupational groups?

6. Which occupational groups do you think offer most opportunities for advancement, those in which women predominate or those in which men predominate? Give three examples.

Handout #8
Unit 3
Workshop Activity C

PARTICIPANT REACTION SHEET

Please fill out the following questions by giving your frank opinions and reactions to this program. Do not sign your name.

1. Female_____ Male_____

2. Job Title:_____

3. Program conducted at:_____ Dates:_____

4. Have you attended a program similar to this? Yes_____ No_____
   If yes, title of program:_____

CONTENT

Please circle the number which best reflects your response.

5. How relevant or useful was the unit to your work--did it meet your needs? 1 2 3 4 5 6 7 (very limited ... of high value)

6. In what ways do you feel the content can be immediately applied to your work?

_____

_____

_____

7. What was the most helpful experience of this unit for you?

_____

_____

_____

8. What was the least helpful experience?

_____

_____

_____

9. How new were the topics or materials to you? 1 2 3 4 5 6 7 (not new ... very new)

PROCESS

10. How effective was the presentation in getting ideas across to you? 1 2 3 4 5 6 7 (limited ... highly effective)

11. How much opportunity did you have to participate and get involved in the unit? 1 2 3 4 5 6 7 (not at all ... great deal)

12. How pleased were you with the amount of group participation called for in the unit? 1 2 3 4 5 6 7 (not at all ... great deal)

13. Was there enough opportunity for questions and discussion?

Too Much_____ All that was needed_____ Should have been more_____

Comments:

_____

_____

_____

GENERAL

14. How would you rate the overall unit? 1 2 3 4 5 6 7 (Poor ... Excellent)

15. If you had planned the program, how would you have changed it?

_____

_____

_____

16. How would you rate the trainer(s)? 1 2 3 4 5 6 7 (Poor ... Excellent)

_____

_____

_____

THE TRANSPARENCIES

The following pages consist of charts describing the status and participation of women and men in the work force. It is intended that these be copied onto transparencies and shown on an overhead projector.

UP-DATING THE FACTS

The numbers and data depicted are in a constant state of flux--although the overall patterns of participation have stayed fairly stable for the last ten years. They represent the most current information available as of January 1977. The charts can be updated by contacting the U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D. C. 20210, which regularly revises information on working women and provides this information free of charge.

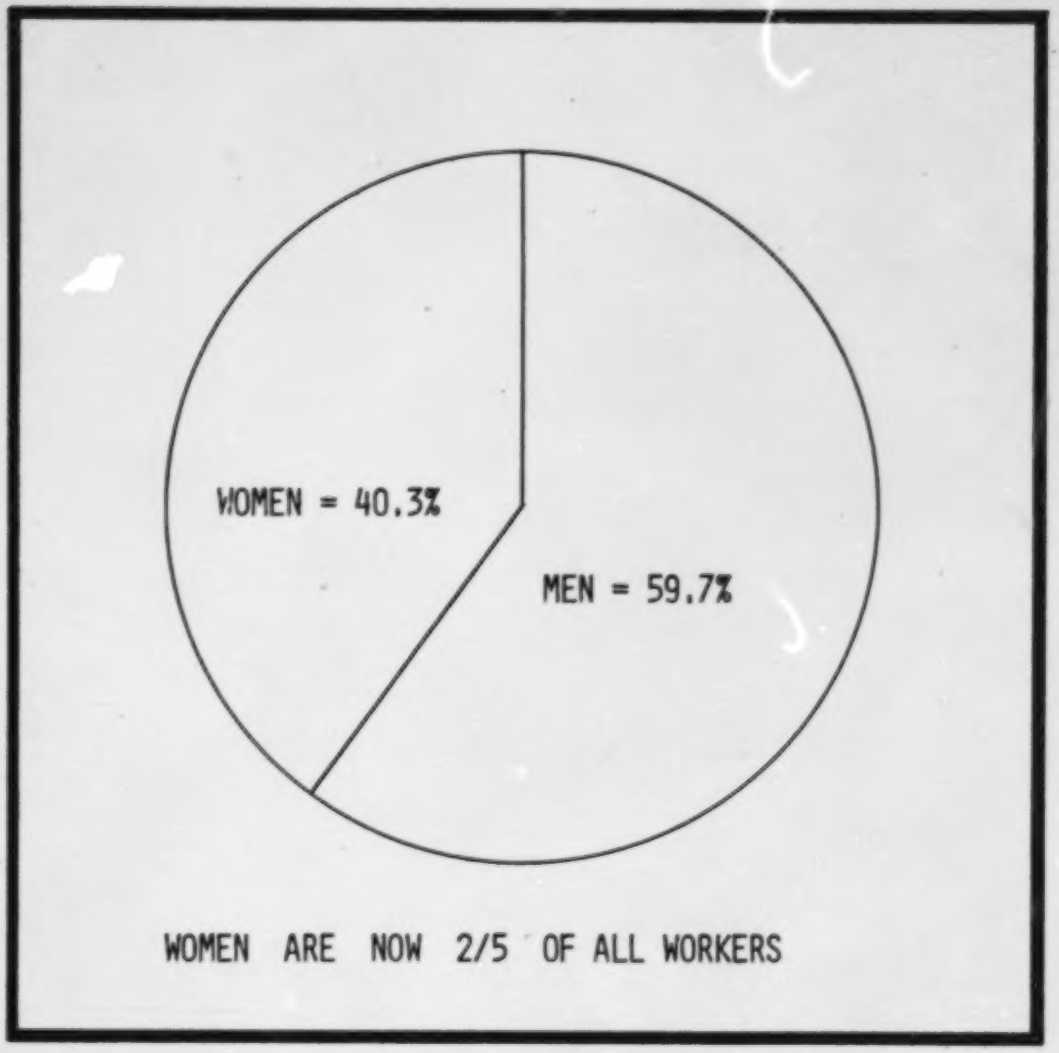
THE STATUS AND PARTICIPATION OF WOMEN IN THE LABOR FORCE

THE FOLLOWING IS A STATISTICAL PORTRAIT WHICH HIGHLIGHTS RECENT TRENDS IN THE WORK FORCE PARTICIPATION OF WOMEN AND MEN.

THE SLIDES REFLECT INFORMATION ABOUT WORKING WOMEN AND MEN, AGES 16-64, SELECTED FROM NATIONAL DATA COMPILED BY THE U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS AND THE U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS.

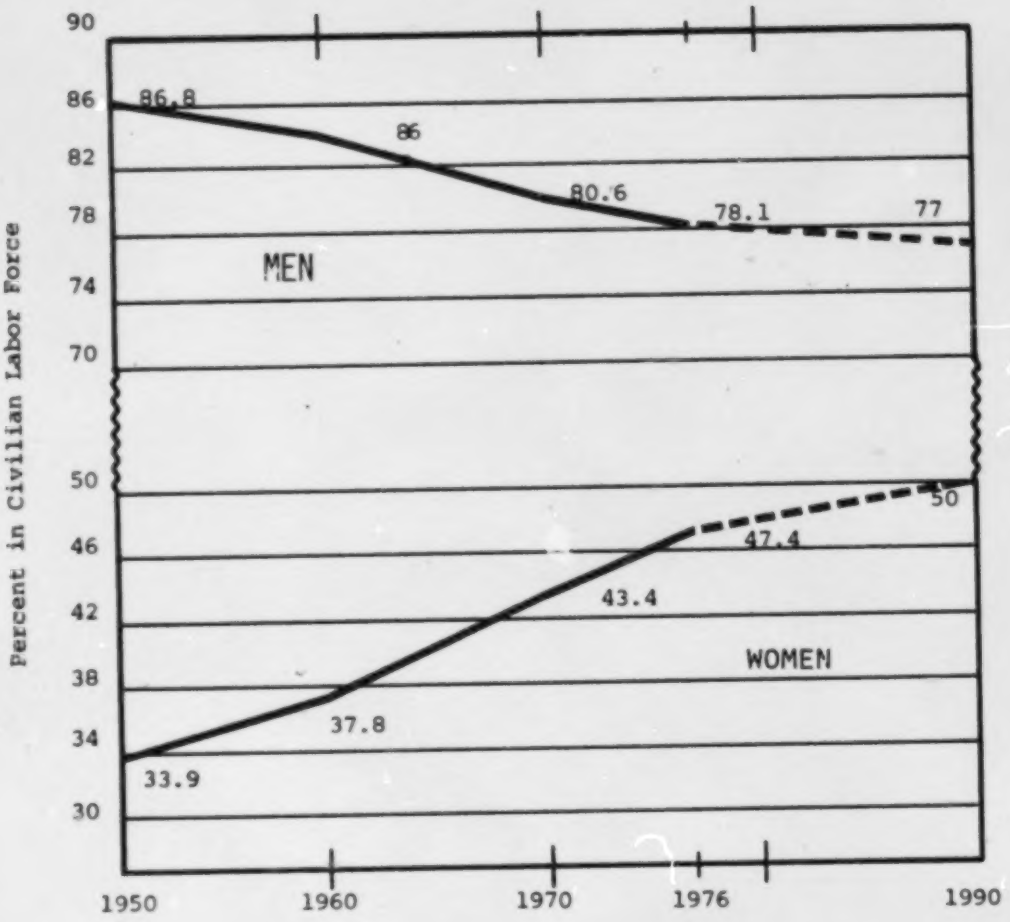
IN THE U.S. TODAY, WOMEN ARE ACTIVELY WORKING IN THEIR HOMES AND IN THE PAID LABOR FORCE. HOWEVER, BECAUSE OF THE WAY THE DEPARTMENT OF LABOR AND THE DEPARTMENT OF COMMERCE DEFINE WORK, THE DATA AVAILABLE ONLY REFLECTS WORKING FOR PAY OUTSIDE THE HOME.

THE LABOR FORCE PARTICIPATION OF WOMEN HAS MORE THAN DOUBLED SINCE 1950.



SOURCE: U.S. Department of Labor, Bureau of Labor Statistics.

AS THE PROPORTION OF THE FEMALE POPULATION IN THE LABOR FORCE HAS RISEN, THE LABOR FORCE PARTICIPTION RATE FOR MEN HAS MOVED DOWNWARD.



LABOR FORCE PARTICIPATION BY SEX 1950-1990

48% OF ALL WOMEN WORK

77% OF ALL MEN WORK

Source: U.S. Department of Labor, Bureau of Labor Statistics.

WOMEN, LIKE MEN, ARE LIKELY TO SPEND A SUBSTANTIAL PROPORTION OF THEIR LIVES IN THE PAID LABOR FORCE.

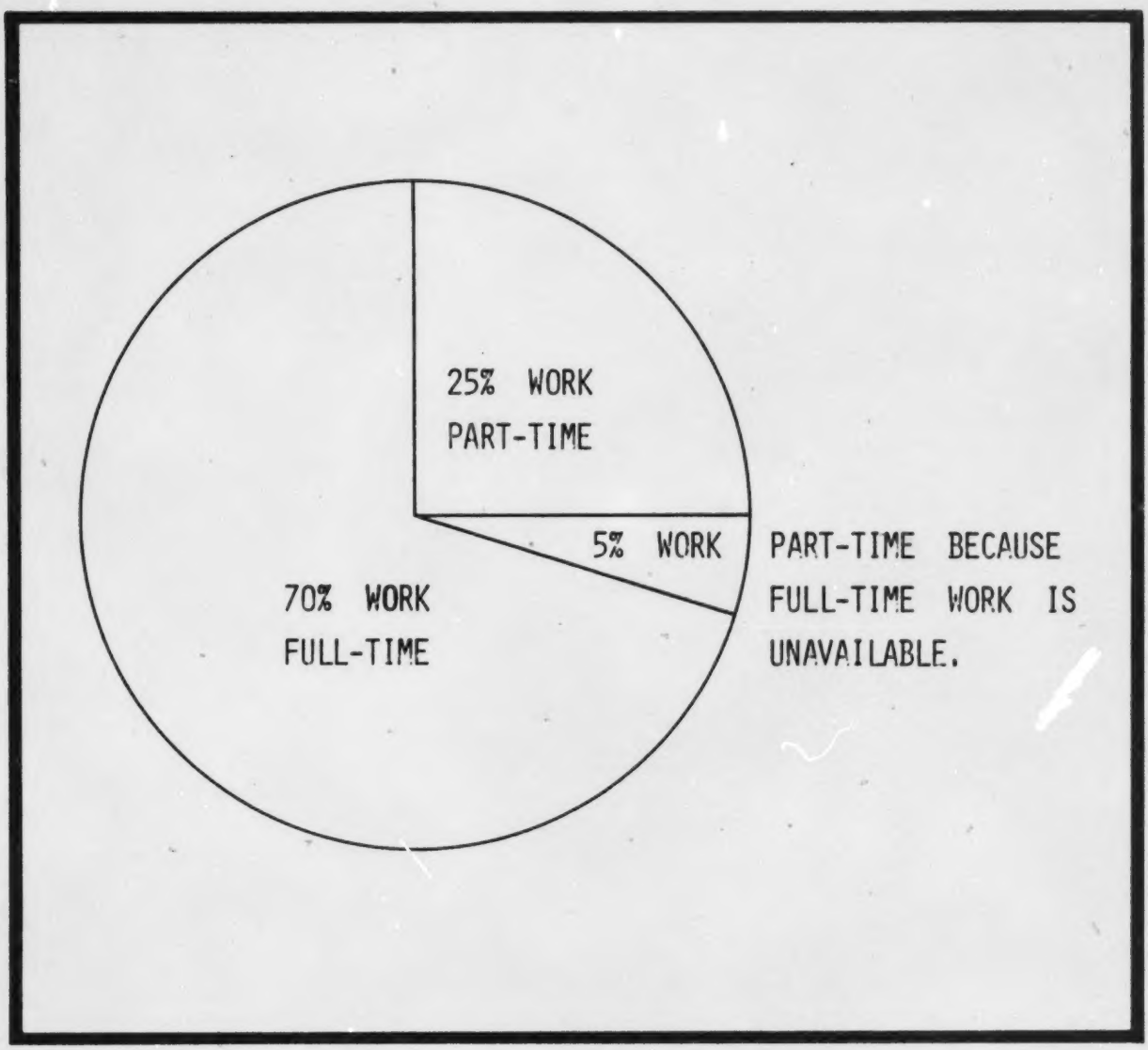
-- THE "TYPICAL" 25 YEAR OLD WOMAN OF TODAY WILL WORK FOR 34 YEARS AND MARRY AND HAVE 2 CHILDREN.

-- WOMEN WHO ARE SINGLE, DIVORCED, SEPARATED OR WIDOWED WILL WORK 41 YEARS.

-- THE WORK LIFE EXPECTANCY FOR MEN IS 41 YEARS.

Source: Special Labor Force Report 187, U.S. Department of Labor, Bureau of Labor Statistics.

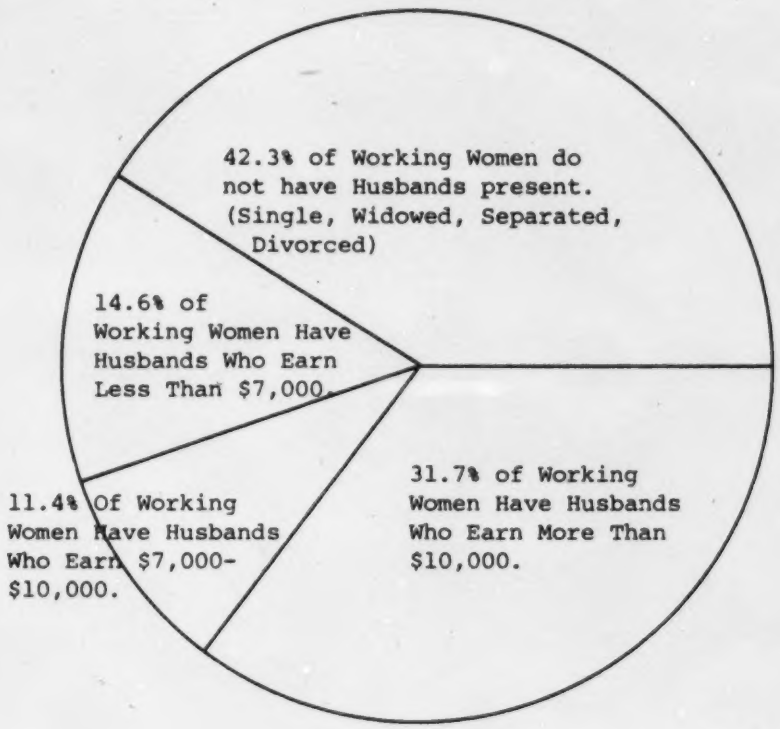
IN ADDITION TO WORKING FOR MANY YEARS, 7 OUT OF 10 WORKING WOMEN ARE EMPLOYED FULL-TIME.



Source: U.S. Department of Labor, Bureau of Labor Statistics.

WOMEN AND MEN WORK FOR A VARIETY OF REASONS . . . SELF-FULFILLMENT, CAREER DEVELOPMENT, BUT MOSTLY OUT OF ECONOMIC NECESSITY. THIS CHART REFUTES THE COMMONLY HELD MYTH THAT MOST WOMEN WORK FOR "PIN MONEY".

INCOME OF HUSBANDS OF WORKING WOMEN


42.3% of Working Women do not have Husbands present. (Single, Widowed, Separated, Divorced)
14.6% of Working Women Have Husbands Who Earn Less Than $7,000.
11.4% Of Working Women Have Husbands Who Earn $7,000-$10,000.
31.7% of Working Women Have Husbands Who Earn More Than $10,000.

ALL WORKING WOMEN

68.3% OF WORKING WOMEN EITHER SUPPORT THEMSELVES, THEIR CHILDREN, OR CONTRIBUTE IN AN ESSENTIAL WAY TO THEIR FAMILY INCOME.

Source: U.S. Department of Labor, Bureau of Labor Statistics.

CHANGES IN FAMILY COMPOSITION AND ROLE DEFINITIONS WITHIN FAMILIES ADD TO THE NECESSITY FOR WOMEN TO MAKE A "LIVING WAGE".

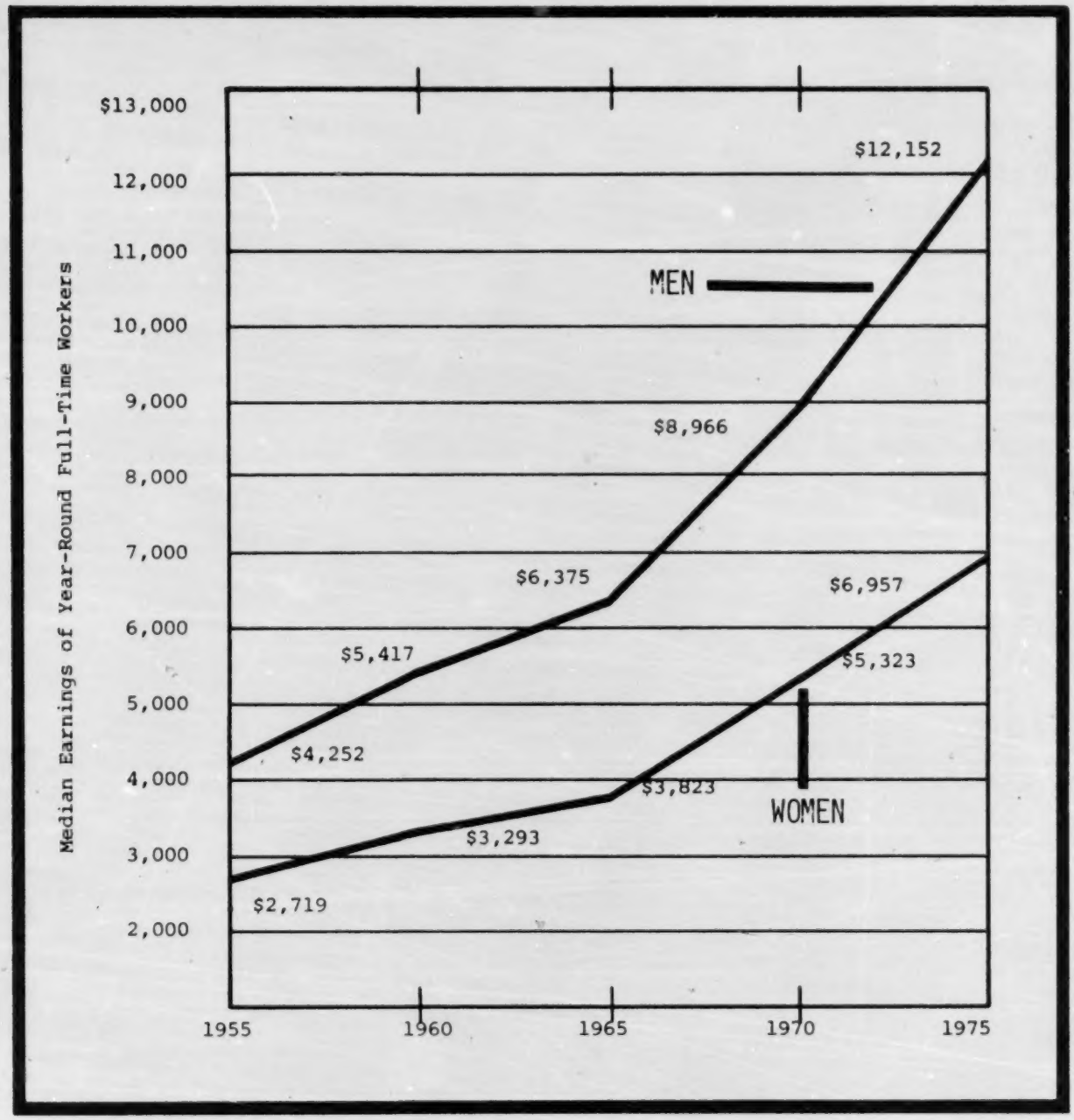
-- FAMILIES HEADED BY WOMEN* HAVE INCREASED 100% SINCE 1940, WHILE ALL FAMILIES HAVE INCREASED BY 70%. FAMILIES HEADED BY WOMEN CONSTITUTE 13% OF ALL FAMILIES.

-- THE FAMILY MODEL OF THE HUSBAND AS THE BREADWINNER, WITH THE WIFE AS A FULL-TIME HOMEMAKER, EXISTS FOR ONLY 34% OF ALL HUSBAND-WIFE FAMILIES.

* The U.S. Department of Census defines a family as headed by a woman when there is no man present.

Source: Special Labor Reports 189 and 190, U.S. Department of Labor, Bureau of Labor Statistics.

THE GAP BETWEEN EARNINGS OF WOMEN AND MEN HAS NEARLY DOUBLED SINCE 1955. WOMEN WHO WORKED YEAR-ROUND, AT FULL-TIME JOBS EARNED ONLY 57 CENTS FOR EVERY DOLLAR EARNED BY MEN.



Source: U.S. Department of Commerce, Bureau of the Census.

THE EARNINGS OF MINORITY* WOMEN ARE ALSO SUBSTANTIALLY LESS THAN MEN--EITHER MINORITY MEN OR WHITE MEN. IN ADDITION, FULLY EMPLOYED MINORITY WOMEN EARN LESS THAN WHITE WOMEN.

MINORITY FEMALE WORKERS EARN . . . .

88% OF THE WAGES OF WHITE FEMALE WORKERS

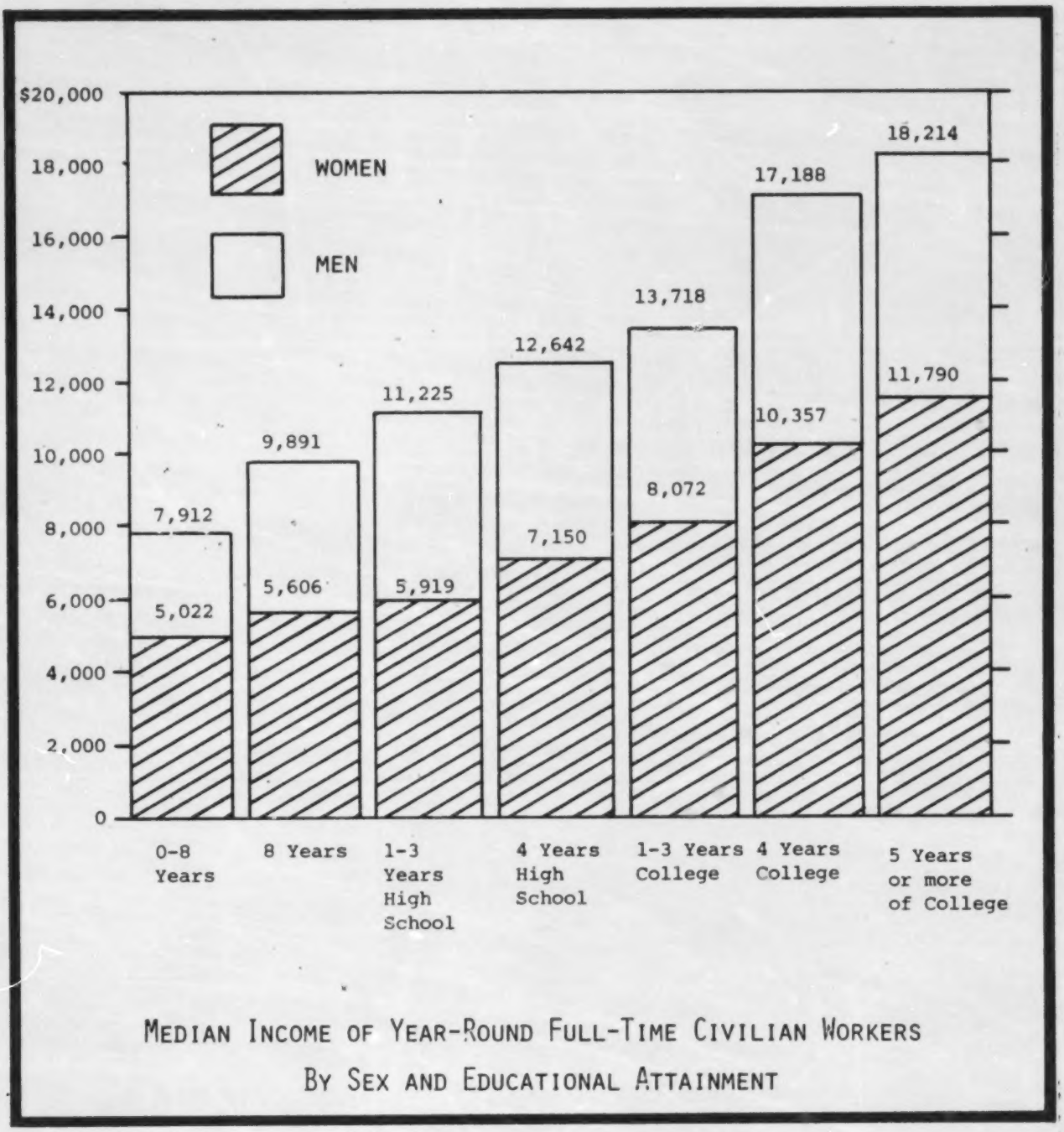
69% OF THE WAGES OF MINORITY MALE WORKERS

50% OF THE WAGES OF WHITE MALE WORKERS

* According to the Bureau of the Census, data for minority races refers to all races other than white. Spanish-origin persons are generally included in the white population--about 93% of the Spanish-origin population is considered white.

Source: U.S. Department of Labor, Bureau of Labor Statistics and U.S. Department of Commerce, Bureau of the Census.

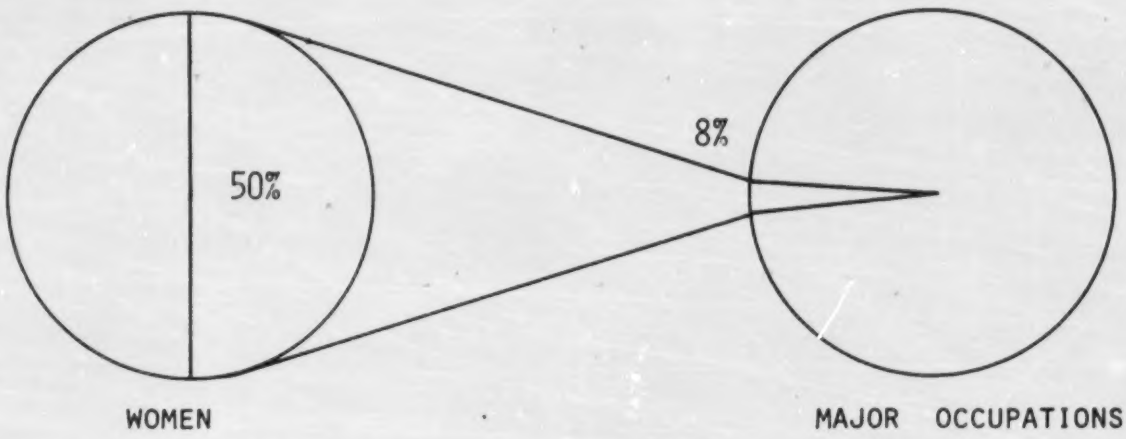
WOMEN CONSISTENTLY EARN LESS THAN MEN AT EACH EDUCATIONAL LEVEL.



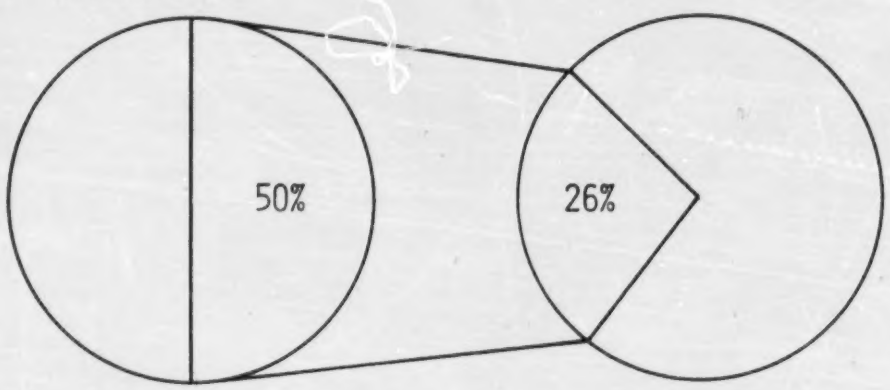
MEDIAN INCOME OF YEAR-ROUND FULL-TIME CIVILIAN WORKERS BY SEX AND EDUCATIONAL ATTAINMENT

Source: U.S. Department of Labor, Women's Bureau

THE PRIMARY REASON FOR THE DISCREPANCY BETWEEN THE WAGES OF WOMEN AND MEN IS THAT MOST WOMEN ARE CONCENTRATED IN A SMALL NUMBER OF OCCUPATIONS. TRADITIONAL WOMEN'S JOBS ARE IN THE LOWER PAYING OCCUPATIONS, OR LOWER STATUS POSITIONS WITHIN THE HIGHER PAID OCCUPATIONAL GROUPS.



1/2 OF ALL WOMEN ARE CONCENTRATED IN 8% OF THE MAJOR OCCUPATIONS.



1/2 OF ALL MEN ARE SPREAD THROUGHOUT 26% OF THE MAJOR OCCUPATIONS.

Source: U.S. Department of Commerce, Bureau of the Census.

ONE WAY TO ELIMINATE THE EARNINGS GAP IS TO ENCOURAGE MORE GIRLS AND WOMEN TO SEEK NON-TRADITIONAL JOBS SINCE THESE OFFER HIGHER WAGES, HIGHER STATUS AND MORE OPPORTUNITY FOR ADVANCEMENT. THIS IS NOW MORE POSSIBLE THAN EVER BEFORE BECAUSE THE MOST LABOR FORCE EXPANSION PRESENTLY EXISTS IN NON-TRADITIONAL TECHNICAL AREAS.

CONSIDERATION OF THESE NEW OPTIONS AND A RE-EXAMINATION OF SOCIETAL ATTITUDES TOWARD WOMEN AND WORK MUST OCCUR IF EQUAL EMPLOYMENT OPPORTUNITY IS TRULY TO EXIST FOR ALL.

Unit 4
What to Do

SUMMARY

This unit consists of two parts.

The purpose of the first part is to identify and understand the attitudes, behaviors, policies and procedures which impede equal access to and utilization of vocational education curriculum.

Method:

1. Participants read and analyze 12 vignettes which describe situations which may occur in their schools.
2. In the large group the trainer elicits and briefly discusses the obstacles within each of the vignettes which perpetuates sex role stereotyping in vocational education. Trainer lists these obstacles on the easel.

The second part of the unit consists of giving participants experience in isolating one "problem", determining a goal for change and developing a change strategy to achieve the goal.

Method:

1. In small groups participants pick one problem among those identified and develop steps to alleviate it determining resources and time needed for each step. They are provided with a handout, Resource Ideas for Change, to supplement their own ideas.
2. In large group, participants share plans with whole group.

UNIT 4

WHAT TO DO

RATIONALE

The obstacles which perpetuate sex role stereotyping in the schools must first be recognized and understood if they are ever to be eliminated. Once participants are aware of these obstacles and comprehend the insidious ways in which they operate, they will then be able to strategize with others about ways to combat them. Strategies for change developed during the training can then be used by participants back at their jobs to implement the de-sex segregation of vocational education and prepare all boys and girls to adequately fulfill all of their future adult roles. Expertise in implementing change strategies is an essential element of the change process.

OBJECTIVES

1. The participant will be able to identify and analyze the obstacles which perpetuate sex role stereotyping in vocational education.

2. The participant will be able to develop a specific strategy for attacking one of the major obstacles.

3. The participant will get problem-solving experience working with school personnel from a variety of different jobs.

4. The participant will gain insight into several different ways to eliminate sex role stereotyping in the schools.

MATERIALS

Felt-tip pens
Easel
Easel Pad
Masking tape
Small work tables, each set up with a felt-tip pen and large Action Plan Sheet
Handouts:
- #9 Issues Which Prevent Change
- #10 Action Plan Worksheet
- #11 Resource Ideas for Change
- #12 Participant Reaction Sheet

TIME

2 Hours and 15 Minutes

WORKSHOP ACTIVITIES

A. INTRODUCTION (5 minutes)

INSTRUCTIONS

1. *Introduce* unit with the following:

"We have seen that vocational education is not adequately meeting the needs of boys and girls given today's rapidly changing work force and economy. Vocational education must prepare both boys and girls for future employment which will meet their economic need as well as prepare both boys and girls to fulfill their home responsibilities.

Vocational education can better meet these objectives if boys and girls are enrolled in vocational education courses in a non-sex segregated manner. This is not an easy task to accomplish.

This section will prepare you to help vocational education meet its mandate of de-sex-segregating its class enrollment in two ways. First, you will identify and analyze the obstacles which discourage non-sex segregated class enrollment and maintain the status quo. Second, after identifying these obstacles, you will develop action plans which you can implement on your jobs."

B. IDENTIFYING OBSTACLES (30 minutes)

INSTRUCTIONS

1. *Open* this activity with the following:

"We've seen that vocational education is sex segregated. Traditional attitudes about how men and women should be affect all of us as they permeate all segments of our society.

Let's now focus specifically on vocational education.

To help us identify what perpetuates sex segregation and gets in the way of treating boys and girls equally within vocational education, I am now going to pass out a handout for you to consider. The handout contains examples of various practices, procedures, attitudes and environmental factors which you may have to deal with in your attempts to help de-sex-segregate vocational education."

2. *Distribute Handout #9:* Issues Which Prevent Change.

3. *Give the following directions:*

"Take a few minutes to read through the examples. As you are reading mentally identify what the obstacles seem to be."

4. *Write Obstacles Which Prevent Change on easel. Elicit obstacles from group which either exist in examples or which participants know of through personal experience. Write obstacles on easel. Briefly comment on each obstacle as you write it on easel.*

Examples of obstacles: Parents afraid of their children seeming weird, peer pressure, lack of knowledge about position of women in the work force, girls afraid of machinery and getting dirty, lack of support from staff.

C. IMPLEMENTING CHANGE (1 hour and 25 minutes)

INSTRUCTIONS

1. *Introduce* this activity with the following:

"Now that you have generated this list of various obstacles which inhibit change, let's spend the rest of today strategizing about ways to tackle these obstacles and implement change."

2. *Divide group into small groups of 3-4 members.* Send to small tables. Place on each table one large Action Plan Worksheet and a felt-tip pen. *Give the following directions:*

"I am going to divide you into small groups so that together you may share ideas and think up a strategy to effect change. As a small group first study the list of obstacles that the whole group came up with. Then, choose one problem which you as a group want to work on. Choose a problem which you feel is high priority for all of you back at your jobs."

3. *Distribute Handout #10 and #11:* Action Plan Worksheet and Resource Ideas for Change. *Give the following directions:*

"I have two tools to help you with your task. First, each of you will have an Action Plan

Worksheet. Second, each of you will have a list of various resource ideas which you may find helpful in planning your strategies. Use ideas from any of the six sections on the resource sheet that you find appropriate, as well as and most importantly, other ideas which you as a group can come up with."

"When you have completed planning your strategy, write it out on the large sheet of newsprint which you'll find at your small table. You will have 45 minutes to come up with a plan as a small group. When all groups are done please come back to the large table and tape your Action Plan Sheets to the wall. One person from each small group will explain your plan to the whole group.

4. *After 45 minutes, reconvene participants to large table. Have groups tape completed Action Plan Worksheets on wall.*

5. *Have one group member from each of the small groups explain their plan to the whole group. Discuss plans.*

6. *Summarize* the activity with the following:

"All of your ideas on how to create change are good ones. All the plans together can have a large impact on the lives of boys and girls within our school. It is essential that we continue to work together in our school to encourage the equal distribution of boys and girls in vocational education and to prepare boys and girls for all of their future adult roles. Use the plans you've come up with. I am going to pass your action plans on to our administration so that they may be circulated through the entire school. Hopefully they will serve as catalysts for further action."

D. UNIT EVALUATION (5 minutes)

INSTRUCTIONS

1. *Distribute Handout #12:* Participant Reaction Sheet.

2. *Ask participants to complete and leave in middle of table.*

3. *Optional.* Distribute post-opinion survey, allow participants 5 minutes to complete and leave in middle of table.

ISSUES WHICH PREVENT CHANGE

DIRECTIONS: As you read through the following, mentally identify "what is happening" in each situation. With an asterisk (*) make note of any similar experiences you have had or observed.

1. Kindergarten children were working at a carpentry bench. Emily showed her teacher her handiwork. "These nails aren't hammered in far enough," the teacher said. "I'll do it for you." Paul then showed the teacher his work. "These nails aren't hammered in far enough," the teacher said. "Take the hammer and pound them in all the way".

2. Ms. Wilson's fifth grade class was unusually restless and unruly. She had issued many warnings trying to get the class to quiet down, but she had little success. Finally she shouted,"I've had just about all I'm going to take! As usual, the boys are causing all the trouble, so, as usual all the boys will stay after school. If only you boys could be nice and quiet like the girls, what a pleasure teaching would be!"

3. Mr. Washington's seventh grade science class was preparing to watch a film about erosion. Rachel volunteered to set up the screen and thread the projector. Mr. Washington ignored her request."Rachel," said Mr. Washington, "why don't you see that everyone is in their seats and then you may turn out the lights." "Robert, you take care of the screen and projector."

4. Mr. Sperling, the auto mechanics teacher at Central High School, told his principal that he didn't think girls belonged in the regular auto mechanics classes. "It doesn't come naturally for them as it does for the boys. They're so far behind at the beginning that they hold the whole class back. I'd rather have an elementary mechanics class which would be open just to girls and that way I'd have a better chance to work with them at their level."

5. Jonathon, a sophomore in high school, signed up for a home economics class. A lot of his friends told him that they thought that was strange. His best friend, Bill, told him, "Would've signed up for that course only if it were just for boys. I don't want to take a class like that with girls." Jonathon brought home his course selection sheet for his father to sign, but his father refused. His father wrote a note to the school saying, "I don't want my boy taking a foods class which he'll never use and which will turn him into a sissy."

6. Rosemary, a junior, knew she wanted to earn money and live in her own apartment after graduation from high school but she had little idea of what kind of job she wanted to prepare for. This made it very difficult for her to decide which courses to sign up for in school. Looking for advice, she went to see her guidance counselor. She told her counselor Ms. Rice, that she liked to work with her hands and that she felt open to any interesting options. Ms. Rice encouraged her to take office education classes where she could learn typing and how to operate business machines. "This would be a safe bet for you," said Ms. Rice, "because there are always lots of clerical jobs."

7. Mr. Brown, a business education teacher at Lakeside High School, got a request from the owner of a local wholesale company for a part-time receptionist. Mr. Brown sent out one of his most competent and responsible students, Maria Gomez. Two weeks later the owner called Mr. Brown. "That Maria is a real knock-out. I've got an opening now for a file clerk. Send another who looks just like Maria."

8. For each of the last two semesters at North High two girls have signed up for the introductory industrial arts class. Being the only girls in their classes, they felt very out-numbered. They were laughed at and their mistakes were common knowledge and a source of considerable teasing. Mr. Vogel, the teacher, said there were many problems with the girls: they were always asking questions; they would probably cry if he criticized their work; and, they probably were there just for the attention. "Before those girls came we never had any problem in class. Give me the good old days before Title IX and all those regulations." After two weeks the girls dropped the class.

9. Ms. Smith had been the coordinator of the home economics program at her school for nine years. When a L.V.E.C. position opened up in her school she applied. Mr. Ling, a distributive education teacher at her school with no administrative experience got the job. Ms. Smith was told that because Mr. Ling's background was in distributive education and because he was a man, he would have an easier time in such a job which required significant contact with male employers.

10. Betty Sullivan grew up on a farm where she helped with all the chores. She was active in 4-H and had won two awards for her prize steers. She took agriculture courses in high school and had always said she wanted to learn more about animal husbandry. She noticed that most of her books showed only men working with animals so she asked her agriculture teacher about what sort of job she could find when she'd graduate. "I'm afraid that I'll never be able to have the kind of job I want because people will always laugh at me." "Don't worry," said her teacher, "you could always marry a farmer."

Developed by the Wisconsin Feminists Project Fund, Inc.

Handout #10
Unit 4
Workshop Activity C

ACTION PLAN WORKSHEET

Problem _____ Goal: _____

STEPS TOWARD ACHIEVING GOAL	RESOURCES	TIME REQUIRED

62

(Trainer is to copy this form onto large sheets of easel paper. In the What to Do unit the small groups all transfer their action plans to these large sheets so that they may be posted and easily viewed by all. Trainer should prepare one large Action Plan Sheet for each small group.)

ACTION PLAN SHEET

Problem _____ Goal _____

STEPS TOWARD ACHIEVING GOAL	RESOURCES	TIME REQUIRED

RESOURCE IDEAS FOR CHANGE

Ways to Eliminate Sex Role Stereotyping in Vocational Education

(Some resource ideas are adaptable for various audiences and, therefore, appear under more than one section.)

RESOURCE IDEAS TO BE USED WITH KINDERGARTENERS THROUGH FIFTH GRADERS.

1. Select stories for children about strong, adventurous competent and intelligent girls and women. Ask your local public library for assistance. Discuss.

2. Assign boys and girls non-traditional as well as traditional tasks in the class. (Examples: Have girls stack the chairs on the tables; have boys wash paint brushes and dirty glasses.)

3. Do exercise with children asking them to imagine what it would be like to be a member of the opposite sex.

4. Have men and women who are in non-traditional jobs come to class and discuss their work.

5. Have a non-sexist film festival. Ask you local public library for assistance. Discuss.

6. Have each child bring in a toy from home. Discuss who brought in what and why.

7. Have children do a collage of adults at work. Discuss.

8. Have children bring in newspaper or magazine pictures and articles which show men and women in traditional and non-traditional jobs. Discuss.

9. Have a bulletin board in the classroom highlighting the achievements and the work of women.

10. Keep a special bulletin board showing women in non-traditional jobs.

11. Have children report on whether their parents work outside the home or not. Discuss.

RESOURCE IDEAS TO BE USED WITH SIXTH THROUGH EIGHTH GRADERS.

1. Have students read biographies and stories about strong, adventurous, competent and intelligent girls and women. Ask your local public library for assistance.

2. Have a woman who is now a paid worker but who thought she would always be a homemaker and never work come to class and talk about her experience. Discuss.

3. In preparation for signing up for electives take all students through industrial arts facilities. Explain all the machinery and its operation.

4. Actively recruit boys and girls to sign up for all vocational education classes.

5. Do sentence completion exercise with students asking them to imagine what it would be like to be a member of the opposite sex. (Example: "If I were a boy/girl I would be... .) Discuss.

6. Have men and women who are in non-traditional jobs come to class and discuss their work.

7. Have a non-sexist film festival. Ask your local public library for assistance. Discuss.

8. Give students a TV sex role scanning assignment. Ask students to keep track of the activities of men and women on TV. Discuss.

9. Have students do collages of men and women in adult roles. Discuss.

10. Have students bring in newspaper or magazine articles which show women and men in traditional and non-traditional jobs. Discuss.

11. Regularly post articles about women in non-traditional work on a bulletin board.

12. Have students report on whether their parents are working for pay and if so, in what kinds of jobs. Discuss.

13. Have students map out the work histories of their parents paying special attention to how long it took them to move from one level to another. Discuss.

14. Assign boys and girls non-traditional as well as traditional school tasks. (Examples: Have girls thread movie projectors; have boys collect class attendance sheets.)

RESOURCE IDEAS TO BE USED WITH NINTH THROUGH TWELTH GRADERS.

1. Have students write reports and term papers about the lives of women.

2. Have students study the school's budgetary allocations for the girls' athletics program and the boys' athletics program. Discuss any discrepancies.

3. Have counselors present a workshop about the world of work

for women.

4. Have students analyze the median income and pay ranges of various occupations paying special attention to those which have concentrations of mostly men and mostly women. Discuss.

5. Distribute facts to all students about women workers.

6. Have a widow or divorcee who is now a paid worker but who thought she would always be a homemaker and never work come to class and talk about her experience.

7. In preparation for signing up for courses take all students through all vocational education facilities explaining machinery and its operation.

8. Actively recruit all students for all vocational education classes.

9. Offer a women's studies course.

10. Analyze brochures about different jobs and training programs paying special attention to sex role stereotyping. Discuss.

11. Do sentence completion exercise with students asking them to imagine what it would be like to be a member of the opposite sex. (Example: "If I were a boy/girl I would be...") Discuss.

12. Have men and women in non-traditional jobs come in to talk about their work. Discuss.

13. Have counselors keep a resource file for girls with feminist publications and articles about different careers and the Armed Services.

14. Set up discussion groups for girls to talk about mutual problems and ways in which they can support each other.

15. Set up a course to build confidence through assertiveness training.

16. Have students analyze their history texts noting how many discussion questions at the end of each chapter relate to the accomplishments of women. Discuss.

18. Sponsor a women's film festival Ask your local public library for assistance. Discuss.

19. Present students with fact sheets about where future well-paying openings in the work force will predominate.

20. Give students a TV sex role scanning assignment. Ask students to keep track of the activities of men and women on TV. Discuss.

21. Have students bring in newspaper or magazine articles which

show women and men in traditional and non-traditional work on a bulletin board. Discuss.

22. Regularly post articles about women in non-traditional work on a bulletin board.

23. Send students to either different employers or to the Job Service to be interviewed for non-traditional jobs. Discuss reactions.

24. Have students interview and write reports about workers who are in non-traditional jobs.

25. Sponsor a "Women's Day" or "Women's Week" focusing on the accomplishments of and opportunities for girls and women.

26. Survey students' attitudes about peer pressure toward signing up for non-traditional vocational education classes. Discuss.

RESOURCE IDEAS TO BE USED WITH SCHOOL STAFF.

1. Have staff analyze budgetary allocations for the school's boys' and girls' athletics programs. Make recommendations about any discrepancies.

2. Have staff analyze the teacher to pupil ratio in all vocational education classes. Make recommendations about any discrepancies.

3. Distribute sex bias attitude questionnaire to all faculty. Have follow-up workshop to deal with biases.

4. Have workshop about the enforcement and philosophy of Title IX and the Vocational Education Amendments of 1976.

5. Recruit more women and individuals knowledgeable about sex role stereotyping for policy making decisions on community, state, and national vocational education advisory councils.

6. Have staff analyze vocational education class enrollments by sex. Take stand to equalize distribution.

7. Distribute facts about women workers.

8. Take public stand to increase the enforcement budgets of Title IX and the Vocational Education Amendments of 1976.

9. Have counselors work closely with Job Service labor market analysts to get up-to-date projections about work force trends.

10. Review career guidance tests for sex bias. Eliminate sexist tests.

11. Have all newly hired staff go through training program about sex role stereotyping in vocational education.

12. Push for more women to be hired as vocational education admin-

istrators.

13. Form committee to set guidelines on eliminating sex role stereotyping within vocational education texts and resources.

14. Analyze sex role stereotyping within employment and training program brochures. Eliminate sexist resources.

15. Form committee to recommend non-sexist books for the school library to purchase.

16. Make efforts to give all clubs, organizations, and classes neutral (non-sex-linked) names.

17. Encourage open enrollment in all voluntary club activities.

18. Eliminate sexist language.

19. Have staff analyze resources available (classroom space, money to purchase machines and materials, etc.) in all vocational education classes. Make recommendations about any discrepancies.

20. Have staff analyze the prevailing community wages of all jobs which students are placed in through cooperative capstone course arrangements. Make conscious effort to not continually guide female students into only the lower paying jobs.

RESOURCE IDEAS TO BE USED WITH EMPLOYERS AND COMMUNITY GROUPS.

1. Get community people interested in appointing more women and individuals with expertise about sex role stereotyping to local, state and national vocational education advisory councils.

2. Distribute facts about women's economic need and women's participation in the work force.

3. Encourage employers to eliminate sex role stereotypes from their employment and training program brochures.

4. Present workshops for employers about women and the work force stressing the importance of getting more girls and women into non-traditional jobs and training programs.

5. Encourage employers to participate in school programs about the world of work and women.

6. Refuse to take job requests from employers for students of a particular sex.

7. Recruit employers who have integrated work forces to provide tours of their work places.

8. Invite employers to share with students, staff and parents information about their affirmative action plans and future employment needs.

Developed by the Wisconsin Feminists Project Fund, Inc.

Handout #12
Unit 4
Workshop Activity D

PARTICIPANT REACTION SHEET

Please fill out the following questions by giving your frank opinions and reactions to this program. Do not sign your name.

1. Female_____ Male_____

2. Job Title:_____

3. Program conducted at:_____Dates:_____

4. Have you attended a program similar to this? Yes_____ No_____
   If yes, title of program?_____

CONTENT

Please circle the number which best reflects your response.

5. How relevant or useful was the unit to your work--did it meet your needs? 1 2 3 4 5 6 7
   very limited of high value

6. In what ways do you feel the content can be immediately applied to your work?

_____

_____

_____

7. What was the most helpful experience of this unit for you?

_____

_____

_____

8. What was the least helpful experience?

_____

_____

_____

9. How new were the topics or materials to you? 1 2 3 4 5 6 7
   not new very new

10. How effective was the presentation in getting ideas across to you? 1 2 3 4 5 6 7 (limited — highly effective)

11. How much opportunity did you have to participate and get involved in the unit? 1 2 3 4 5 6 7 (very little — great deal)

12. How pleased were you with the amount of group participation called for in the unit? 1 2 3 4 5 6 7 (not at all — very much)

13. Was there enough opportunity for questions and discussions?

Too Much_____ All that was needed_____Should have been more_____
Comments:

_____

_____

_____

GENERAL

14. How would you rate the overall unit? 1 2 3 4 5 6 7 (Poor — Excellent)

15. If you had planned the program, how would you have changed it?

_____

_____

_____

16. How would you rate the trainer(s)? 1 2 3 4 5 6 7 (Poor — Excellent)

Comments:_____

_____

_____

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